The Highlights

The K-12 Adult Learner Outcomes Survey

The *K–12 Adult Learner Outcomes Survey* provides a snapshot of the outcomes and experiences of adult learners who were enrolled in school district programs leading to graduation during the 1997/1998 academic year. The survey was conducted in the spring of 1999, and data were collected from 1,493 former adult learners who had completed or almost completed their program of study.

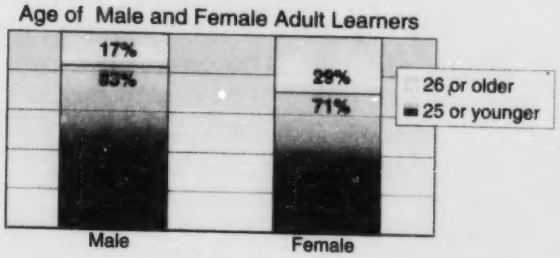
Survey respondents provided information on their demographic characteristics, labour force participation, and further education experiences. They were asked if they were satisfied with their school district programs, and then they were requested to rate their courses and to evaluate their resulting skill development.

Profile of Former Adult Learners

Demographics

Male and female former learners enrolled in school district adult education courses in equal numbers, although female participants tended to be older.

Age of Male and Female Adult Learners



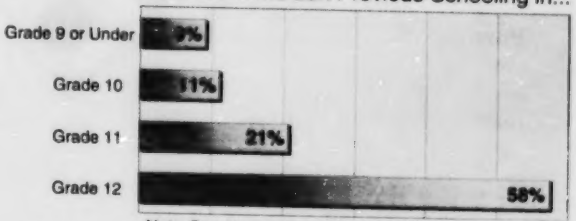
The majority of the learners surveyed were young: 74% of the respondents were 25 or younger. The middle or median age was 22.

Former adult learners were ethnically diverse: over 7% of respondents identified themselves as Aboriginal; 17% volunteered that they were Chinese; and a total of 18% said that English was not the language they used most to speak, read, or write.

Previous schooling

Most of the former adult learners surveyed had attended several years of regular high school before returning for adult education. When asked what grade they were in when their schooling was interrupted the first time, 58% said it was Grade 12. Twenty-two percent of respondents said they had graduated from high school.

Adult Learners Left Previous Schooling in...



Note: Due to rounding, percentages may not add to 100

Objectives for Adult Education

When former learners were asked about the educational or career goals they had at the time they enrolled in adult education, 63% cited high school graduation or

The Highlights

The K-12 Adult Learner Outcomes Survey

The *K–12 Adult Learner Outcomes Survey* provides a snapshot of the outcomes and experiences of adult learners who were enrolled in school district programs leading to graduation during the 1997/1998 academic year. The survey was conducted in the spring of 1999, and data were collected from 1,493 former adult learners who had completed or almost completed their program of study.

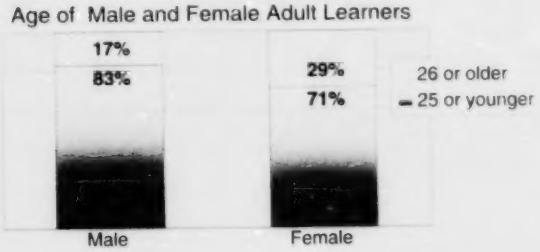
Survey respondents provided information on their demographic characteristics, labour force participation, and further education experiences. They were asked if they were satisfied with their school district programs, and then they were requested to rate their courses and to evaluate their resulting skill development.

Profile of Former Adult Learners

Demographics

Male and female former learners enrolled in school district adult education courses in equal numbers, although female participants tended to be older.

Age of Male and Female Adult Learners



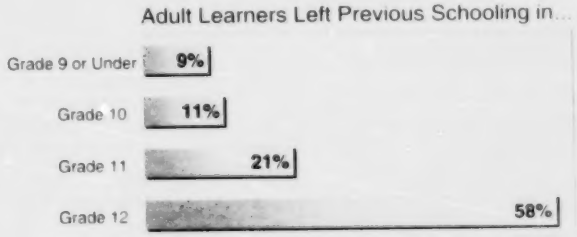
The majority of the learners surveyed were young: 74% of the respondents were 25 or younger. The middle or median age was 22.

Former adult learners were ethnically diverse: over 7% of respondents identified themselves as Aboriginal; 17% volunteered that they were Chinese; and a total of 18% said that English was not the language they used most to speak, read, or write.

Previous schooling

Most of the former adult learners surveyed had attended several years of regular high school before returning for adult education. When asked what grade they were in when their schooling was interrupted the first time, 58% said it was Grade 12. Twenty-two percent of respondents said they had graduated from high school.

Adult Learners Left Previous Schooling in...



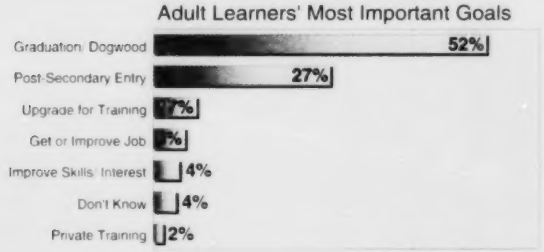
Note: Due to rounding, percentages may not add to 100.

Objectives for Adult Education

When former learners were asked about the educational or career goals they had at the time they enrolled in adult education, 63% cited high school graduation or

getting a Dogwood as their goal. Almost 49% of those surveyed were taking adult education to prepare for further education: to qualify for a public post-secondary institution, to go to a private institution, or to upgrade for some other form of training. Ten percent of respondents had employment-related goals such as finding a job, changing careers, or improving existing job skills.

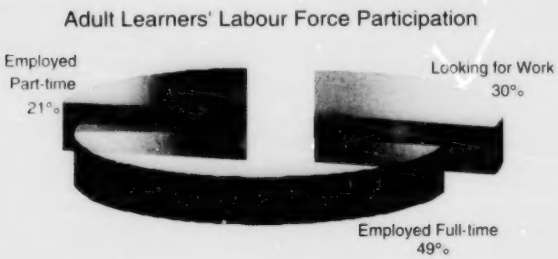
When asked to pick their most important goal, 52% picked graduation from high school; 36% said that it was preparing for further education, which included public post-secondary education, private schooling, and other kinds of training.



Employment Outcomes

Participation in the Labour Force

The labour force participation rate of former adult learners is 79%: this includes people currently employed (56%) and those who are actively looking for work.



Of those respondents that were employed, 20% had more than one job and 70% worked full-time—30 or more hours per week. Paid workers, as opposed to those who were self-employed, made up 93% of those employed. Almost 79% of paid workers said they had permanent jobs. The middle or median monthly wage for those employed was $1,560. For full-time employees it was $1,733 and for part-time, $1,300.

Comparison with Previous Employment

Over 61% of former adult learners said they were working before they attended adult education, as compared with 56% at present, and although fewer respondents are working now, many seem more positive about their jobs. Of those currently employed, 44% have the same job as they did before adult education. Over 34% of those who have the same job said it now pays better, and over 23% said it is now more satisfying. Of those respondents who currently have a different job than before adult education, 54% said it pays better and 60% find it more satisfying.

Occupations

Former adult learners tend to be employed at jobs that need only elementary- or intermediate-level skills—72% of those employed are working at this level. Fifty percent of employed respondents are working in sales and service occupations, most of them at lower skill levels. Another 13% are working in clerical occupations at an intermediate skill level. On the other hand, 28% of employed respondents work

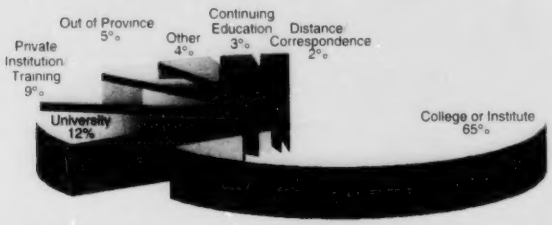
at jobs with skill levels defined as requiring post-secondary education or equivalent training and experience.

Education Outcomes

Less than half (44%) of former adult learners are currently attending some form of education or training. They are taking a variety of programs: 19% of those studying are in a community college or diploma program, 18% are working toward a bachelor's degree, 12% mentioned some kind of trade or vocational certificate or diploma, and 11% are in a technical institute diploma or certificate program. Of those respondents who are currently in school, 45% have a job as well.

Most people who were continuing their education (just over 65%) were going to a college or institute. Another 12% said they were attending university, while 9% were taking some form of private training or going to a private institution.

Currently Attending Post-Secondary Education



When asked how well their adult education courses prepared them for further studies, 72% said they were 'very well' or 'somewhat' prepared.

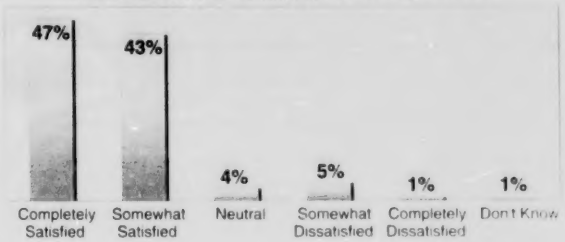
Satisfaction

Ratings

Former adult learners gave high ratings to their adult education experiences. They were asked to rate a number of items, including classrooms/study space, registration procedures, availability of childcare, access to the site, access to the buildings, freedom from harassment and discrimination, and their sense of safety and security. For those who said the items were applicable, 78% said their experiences were 'good' or 'very good'—only 6% said 'poor' or 'very poor.'

Courses received high ratings as well. Organization of courses was rated as 'good' or 'very good' by 77%; help in selecting courses, 74%; textbooks and learning materials, 72%; availability of courses, 68%; and help for courses outside class, 64%. Overall, 90% of respondents said they were 'completely satisfied' or 'somewhat satisfied' with their courses.

Adult Learners' Satisfaction with Courses

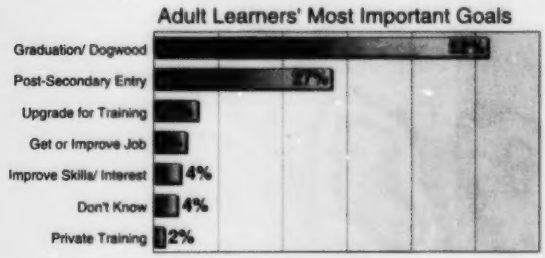


Goals Met

Most former learners met the goal that was most important to them at the time of their entry into adult education. They were asked to rate the achievement of that goal on a four-point scale from 'completely met

getting a Dogwood as their goal. Almost 49% of those surveyed were taking adult education to prepare for further education: to qualify for a public post-secondary institution, to go to a private institution, or to upgrade for some other form of training. Ten percent of respondents had employment-related goals such as finding a job, changing careers, or improving existing job skills.

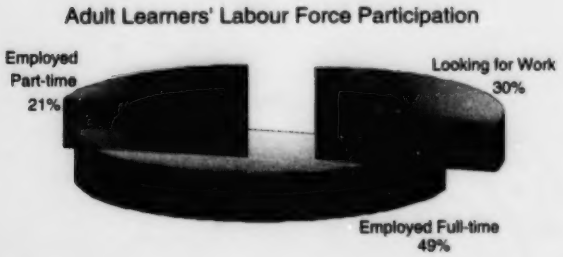
When asked to pick their most important goal, 52% picked graduation from high school; 36% said that it was preparing for further education, which included public post-secondary education, private schooling, and other kinds of training.



Employment Outcomes

Participation in the Labour Force

The labour force participation rate of former adult learners is 79%: this includes people currently employed (56%) and those who are actively looking for work.



Of those respondents that were employed, 20% had more than one job and 70% worked full-time—30 or more hours per week. Paid workers, as opposed to those who were self-employed, made up 93% of those employed. Almost 79% of paid workers said they had permanent jobs. The middle or median monthly wage for those employed was $1,560. For full-time employees it was $1,733 and for part-time, $1,300.

Comparison with Previous Employment

Over 61% of former adult learners said they were working before they attended adult education, as compared with 56% at present, and although fewer respondents are working now, many seem more positive about their jobs. Of those currently employed, 44% have the same job as they did before adult education. Over 34% of those who have the same job said it now pays better, and over 23% said it is now more satisfying. Of those respondents who currently have a different job than before adult education, 54% said it pays better and 60% find it more satisfying.

Occupations

Former adult learners tend to be employed at jobs that need only elementary- or intermediate-level skills—72% of those employed are working at this level. Fifty percent of employed respondents are working in sales and service occupations, most of them at lower skill levels. Another 13% are working in clerical occupations at an intermediate skill level. On the other hand, 28% of employed respondents work

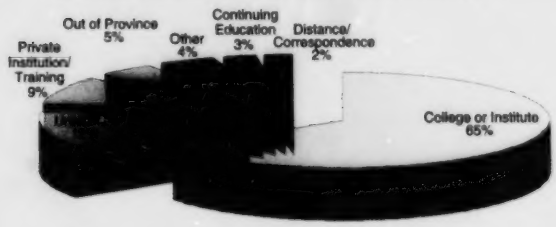
at jobs with skill levels defined as requiring post-secondary education or equivalent training and experience.

Education Outcomes

Less than half (44%) of former adult learners are currently attending some form of education or training. They are taking a variety of programs: 19% of those studying are in a community college or diploma program, 18% are working toward a bachelor's degree, 12% mentioned some kind of trade or vocational certificate or diploma, and 11% are in a technical institute diploma or certificate program. Of those respondents who are currently in school, 45% have a job as well.

Most people who were continuing their education (just over 65%) were going to a college or institute. Another 12% said they were attending university, while 9% were taking some form of private training or going to a private institution.

Currently Attending Post-Secondary Education



When asked how well their adult education courses prepared them for further studies, 72% said they were 'very well' or 'somewhat' prepared.

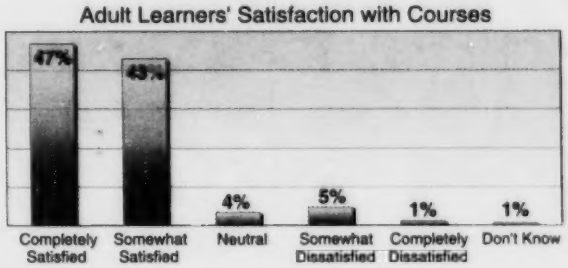
Satisfaction

Ratings

Former adult learners gave high ratings to their adult education experiences. They were asked to rate a number of items, including classrooms/study space, registration procedures, availability of childcare, access to the site, access to the buildings, freedom from harassment and discrimination, and their sense of safety and security. For those who said the items were applicable, 78% said their experiences were 'good' or 'very good'—only 6% said 'poor' or 'very poor.'

Courses received high ratings as well. Organization of courses was rated as 'good' or 'very good' by 77%; help in selecting courses, 74%; textbooks and learning materials, 72%; availability of courses, 68%; and help for courses outside class, 64%. Overall, 90% of respondents said they were 'completely satisfied' or 'somewhat satisfied' with their courses.

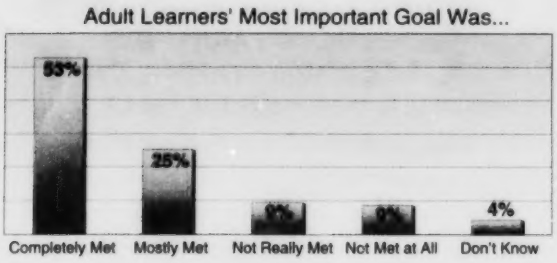
Adult Learners' Satisfaction with Courses



Goals Met

Most former learners met the goal that was most important to them at the time of their entry into adult education. They were asked to rate the achievement of that goal on a four-point scale from 'completely met'

to 'not met at all.' Overall, 78% completely or mostly met their primary goal.



When asked why they were no longer attending adult education, 74% said that they had graduated or completed the credits they needed.

Personal and Skill Development

Former adult learners felt their experience in adult education helped them develop personal skills: including, self-confidence, a positive attitude toward learning, the ability to set goals for the future, acceptance of change, and the ability to adopt new ways of doing things. Overall, 79% responded positively; in particular, 85% said that their experience helped them or somewhat helped them develop a positive attitude toward learning.

Generally, former adult learners were also positive about the academic and employment skills they developed in adult education. Altogether, 68% said adult education 'helped' or 'somewhat helped' them write clearly, speak well, manage time better, work with others, solve problems, use math, use computers, study effectively, and read better. Using computers got the lowest rating (51% of respondents), while solving problems got the highest (79% of respondents).

About the K–12 Adult Learner Outcomes Survey Project

The *K–12 Adult Learner Outcomes Survey* is the first to focus on school district former adult learners. The survey was conducted by the Centre for Education Information (CEISS) at the request of the Ministry of Education and the Ministry of Advanced Education, Training and Technology. Analysis of the data has provided useful information on K–12 adult learners and their outcomes.

In general, former learners are satisfied with the courses they took: the majority met their goals, learned useful skills, and furthered their personal development. They are employed at almost the same rate as the BC population, and many have gone on to post-secondary studies.

This survey project has also provided an excellent basis for future research. Eventually, that research may include a co-ordinated survey of adult learners who attended classes in either a school district Adult Graduation Program or in Adult Basic Education at a college, institute, or university college.

This publication and the full 1999 K–12 Adult Learner Outcomes Survey report are available online at www.bced.gov.bc.ca/adult_graduation and www.ceiss.org. For more information and additional copies of this report, contact the Adult Education Co-ordinator, Field Services Branch, (250) 356-2575. For technical information on the survey, contact the Centre for Education Information at (250) 413-4400 or outcomes@ceiss.org.

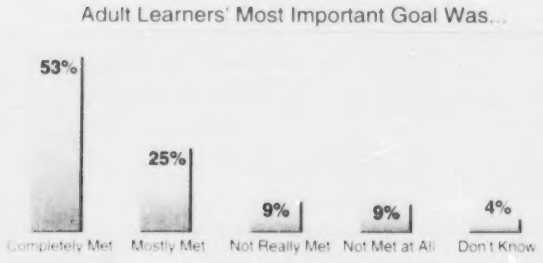
Ministry of Education
Ministry of Advanced Education, Training and Technology

BRITISH COLUMBIA

Centre For Education Information

QP #4500037327

to 'not met at all.' Overall, 78% completely or mostly met their primary goal.



When asked why they were no longer attending adult education, 74% said that they had graduated or completed the credits they needed.

Personal and Skill Development

Former adult learners felt their experience in adult education helped them develop personal skills: including, self-confidence, a positive attitude toward learning, the ability to set goals for the future, acceptance of change, and the ability to adopt new ways of doing things. Overall, 79% responded positively; in particular, 85% said that their experience helped them or somewhat helped them develop a positive attitude toward learning.

Generally, former adult learners were also positive about the academic and employment skills they developed in adult education. Altogether, 68% said adult education 'helped' or 'somewhat helped' them write clearly, speak well, manage time better, work with others, solve problems, use math, use computers, study effectively, and read better. Using computers got the lowest rating (51% of respondents), while solving problems got the highest (79% of respondents).

About the K–12 Adult Learner Outcomes Survey Project

The *K–12 Adult Learner Outcomes Survey* is the first to focus on school district former adult learners. The survey was conducted by the Centre for Education Information (CEIS) at the request of the Ministry of Education and the Ministry of Advanced Education, Training and Technology. Analysis of the data has provided useful information on K–12 adult learners and their outcomes.

In general, former learners are satisfied with the courses they took: the majority met their goals, learned useful skills, and furthered their personal development. They are employed at almost the same rate as the BC population, and many have gone on to post-secondary studies.

This survey project has also provided an excellent basis for future research. Eventually, that research may include a co-ordinated survey of adult learners who attended classes in either a school district Adult Graduation Program or in Adult Basic Education at a college, institute, or university college.

This publication and the full 1999 K–12 Adult Learner Outcomes Survey report are available online at www.bced.gov.bc.ca/adult_graduation and www.ceiss.org. For more information and additional copies of this report, contact the Adult Education Co-ordinator, Field Services Branch, (250) 356-2575. For technical information on the survey, contact the Centre for Education Information at (250) 413-4400 or outcomes@ceiss.org.

Ministry of Education
Ministry of Advanced Education
Training and Technology
BRITISH COLUMBIA
Centre For Education Information

QP #4500037327

101-07334/

The 1999 K–12 Adult Learner Outcomes Survey

A Provincial Survey of Completers and Near-Completers of the *Adult Secondary Graduation Program* in the 1997/1998 School Year

Funded by

BRITISH COLUMBIA
Ministry of Education
Ministry of Advanced Education, Training and Technology

Prepared by

Centre For Education Information
4th Floor, 1483 Douglas Street
Victoria, British Columbia
V8W 3K4
Tel: (250) 413-4400
Fax: (250) 413-4401
E-mail: outcomes@ceiss.org
Web: www.ceiss.org

M121

IMPORTANT NOTE CONCERNING THE FOLLOWING PAGES

THE PAGES WHICH FOLLOW HAVE BEEN FILMED TWICE IN ORDER TO OBTAIN THE BEST REPRODUCTIVE QUALITY

USERS SHOULD CONSULT ALL THE PAGES REPRODUCED ON THE FICHE IN ORDER TO OBTAIN A COMPLETE READING OF THE TEXT.

REMARQUE IMPORTANTE CONCERNANT LES PAGES QUI SUIVENT

LES PAGES SUIVANTES ONT ÉTÉ REPRODUITES EN DOUBLE AFIN D'AMÉLIORER LA QUALITÉ DE REPRODUCTION

LES UTILISATEURS DOIVENT CONSULTER TOUTES LES PAGES REPRODUITES SUR LA FICHE AFIN D'OBTENIR LA LECTURE DU TEXTE INTÉGRAL

micromedia
a division of IHS Canada

20 Victoria Street
Toronto, Ontario M5C 2N8
Tel.: (416) 362-5211
Toll Free: 1-800-387-2689
Fax: (416) 362-6161
Email: info@micromedia.on.ca

Acknowledgements

1999 K–12 Adult Learner Outcomes Survey Advisory Committee

Dawn Minty • Manager, Ministry of Education (MOE)
Dawn McKay • Manager, Ministry of Advanced Education, Training and Technology (MAETT)
Janine Wear • Education Officer, MOE
Audrey Thomas • Education Officer, MAETT
Eulala Mills-Diment • Manager, MOE
Jean Cockell • Project Officer, ABE Transitions Project
Doug Moss • Project Officer, ABE Transitions Project

Centre For Education Information

Scott MacInnis • Director, Information Services
Florie Bell, • Manager, Information Access Services
Marti Lea Thib • Research Analyst, Educational Outcomes

Data Collection

Ana Wiggins • Points of View Research and Consulting Ltd.

Canadian Cataloguing in Publication Data
Main entry under title:
The 1999 K-12 adult learner outcomes survey

Cover title.
At head of title: British Columbia Ministry of Education, Ministry of Advanced Education, Training and Technology.
ISBN 0-7726-4048-3

1. Adult education - British Columbia - Evaluation. 2. Educational surveys - British Columbia. I. Centre for Education Information Standards and Services. II. British Columbia. Ministry of Education. III. British Columbia. Ministry of Advanced Education, Training and Technology.

LC5254.2.B7N56 1999 374'.9711 C99-960370-1

Acknowledgements

1999 K–12 Adult Learner Outcomes Survey Advisory Committee

Dawn Minty • Manager, Ministry of Education (MOE)
Dawn McKay • Manager, Ministry of Advanced Education, Training and Technology (MAETT)
Janine Wear • Education Officer, MOE
Audrey Thomas • Education Officer, MAETT
Eulala Mills-Diment • Manager, MOE
Jean Cockell • Project Officer, ABE Transitions Project
Doug Moss • Project Officer, ABE Transitions Project

Centre For Education Information

Scott MacInnis • Director, Information Services
Florie Bell, • Manager, Information Access Services
Marti Lea Thib • Research Analyst, Educational Outcomes

Data Collection

Ana Wiggins • Points of View Research and Consulting Ltd.

Canadian Cataloguing in Publication Data
Main entry under title:
The 1999 K-12 adult learner outcomes survey

Cover title.
At head of title: British Columbia Ministry of Education, Ministry of Advanced Education, Training and Technology.
ISBN 0-7726-4048-3

1. Adult education - British Columbia - Evaluation. 2. Educational surveys - British Columbia. I. Centre for Education Information Standards and Services. II. British Columbia. Ministry of Education. III. British Columbia. Ministry of Advanced Education, Training and Technology.

LC5254.2.B7N56 1999 374'.9711 C99-960370-1

Contents

Highlights
The K-12 Adult Learner Outcomes Survey /5
Profile of Former Adult Learners /5
Employment Outcomes /7
Education Outcomes /8
Satisfaction /8
About the Adult Learner Outcomes Survey Project /10

Introduction
Adult Secondary Graduation Programs in British Columbia /11
ABE Transitions Project /11
Adult Learner Outcomes Survey /12

The Survey
Research Objectives /13
Adult Learner Population Definition /13
Cohort Definition /13
Survey Design /14
Data Collection and Analysis /14
Response Rates /14
Interpretation of Results /15
Generalizability of Data /15
Eligibility of Respondents /15
Limited Comparability /16
Note on Percentages /16

Key Findings
What are the characteristics of former adult learners? /17
Demographics /17
Previous schooling /18
Why did former learners take adult education? /18
Objectives for Adult Education /18
What were former learners' experiences in adult education? /19
Attending Adult Education /19
Leaving Adult Education /19

Key Findings continued

Are former learners satisfied with their adult education experiences? /20
Ratings /20
Goals Met /22
What are former adult learners' labour force outcomes? /23
Participation in the Labour Force /23
Comparison with Previous Employment /23
Recent Employment /24
Occupations /25
What are adult learners' further education outcomes? /26
How do adult learners evaluate their skill development? /27
Did adult education help learners achieve personal development? /28
Note on School Types /29

Conclusion

Survey Objectives /30
Summary of Results /30
Next Steps /31

Appendices

Appendix 1: Research Objectives /34
Appendix 2: Survey Cohort /35
Appendix 3: Questionnaire /37
Appendix 4: Net Frame and Response Rates /53
Appendix 5: Regions /57
Appendix 6: The National Occupation Classification (NOC) /61
Appendix 7: Indicators by School Type /63
Appendix 8: Glossary /64

Highlights

The K-12 Adult Learner Outcomes Survey

The *K–12 Adult Learner Outcomes Survey* provides a snapshot of the outcomes and experiences of adult learners who were enrolled in school district programs leading to graduation during the 1997/1998 academic year. The survey was conducted in the spring of 1999, and data were collected from 1,493 former adult learners who had completed or almost completed their program of study.

Survey respondents provided information on their demographic characteristics, labour force participation, and further education experiences. They were asked if they were satisfied with their school district programs, and then they were requested to rate their courses and to evaluate their resulting skill development.

Profile of Former Adult Learners

Demographics

Male and female former learners enrolled in school district adult education courses in equal numbers, although female participants tended to be older. The majority of the learners surveyed were young: 74% of the respondents were 25 or younger. The middle or median age was 22.

Former adult learners were ethnically diverse: over 7% of respondents identified themselves as Aboriginal; 17% volunteered that they were Chinese; and a total of 18% said that English was not the language they used most to speak, read, or write.

Previous schooling

Most of the former adult learners surveyed had attended several years of regular high school before returning for adult education. When asked what grade they were in when their schooling was interrupted the first time, 58% said it was Grade 12. Twenty-two percent of respondents said they had graduated from high school.

M121

IMPORTANT NOTE CONCERNING THE FOLLOWING PAGES

THE PAGES WHICH FOLLOW HAVE BEEN FILMED TWICE IN ORDER TO OBTAIN THE BEST REPRODUCTIVE QUALITY

USERS SHOULD CONSULT ALL THE PAGES REPRODUCED ON THE FICHE IN ORDER TO OBTAIN A COMPLETE READING OF THE TEXT.

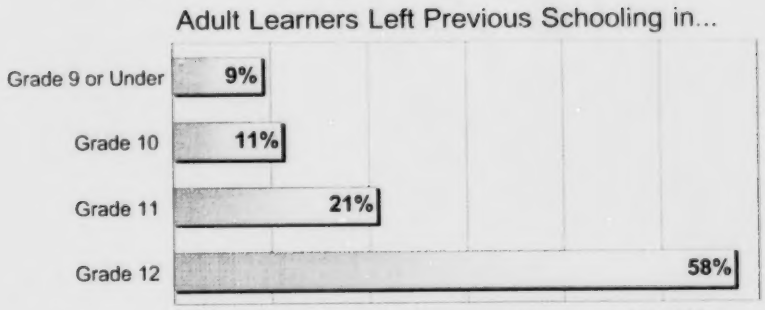
REMARQUE IMPORTANTE CONCERNANT LES PAGES QUI SUIVENT

LES PAGES SUIVANTES ONT ÉTÉ REPRODUITES EN DOUBLE AFIN D'AMÉLIORER LA QUALITÉ DE REPRODUCTION

LES UTILISATEURS DOIVENT CONSULTER TOUTES LES PAGES REPRODUITES SUR LA FICHE AFIN D'OBTENIR LA LECTURE DU TEXTE INTÉGRAL

micromedia
a division of IHS Canada

20 Victoria Street
Toronto, Ontario M5C 2N8
Tel.: (416) 362-5211
Toll Free: 1-800-387-2689
Fax: (416) 362-6161
Email: info@micromedia.on.ca

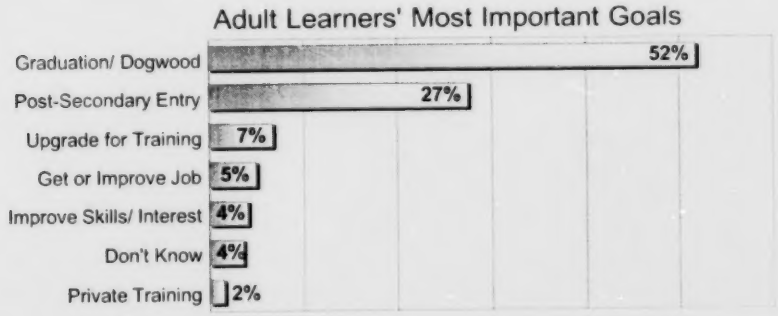


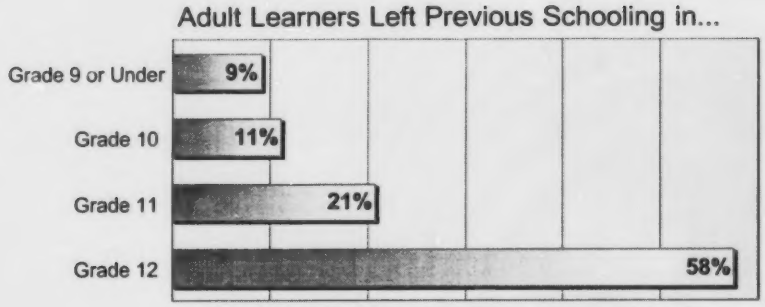
Note: Due to rounding, percentages may not add to 100.

Objectives for Adult Education

When former learners were asked about the educational or career goals they had at the time they enrolled in adult education, 63% cited high school graduation or getting a Dogwood as their goal. Almost 49% of those surveyed were taking adult education to prepare for further education: to qualify for a public post-secondary institution, to go to a private institution, or to upgrade for more training. Ten percent of respondents had employment-related goals such as finding a job, changing careers, or improving existing job skills.

When asked to pick their most important goal, 52% picked graduation from high school; 36% said that it was preparing for further education, which included public post-secondary education, private schooling, and other kinds of training.



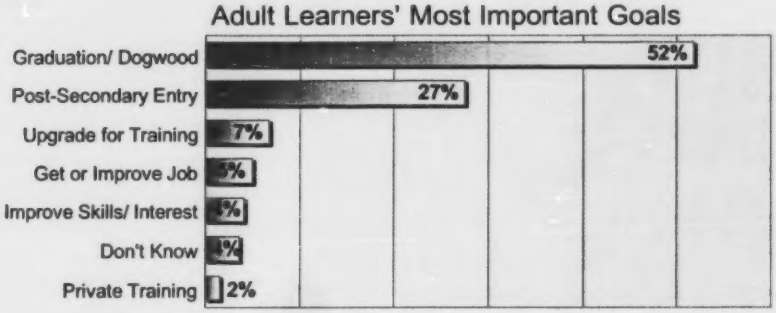


Note: Due to rounding, percentages may not add to 100.

Objectives for Adult Education

When former learners were asked about the educational or career goals they had at the time they enrolled in adult education, 63% cited high school graduation or getting a Dogwood as their goal. Almost 49% of those surveyed were taking adult education to prepare for further education: to qualify for a public post-secondary institution, to go to a private institution, or to upgrade for more training. Ten percent of respondents had employment-related goals such as finding a job, changing careers, or improving existing job skills.

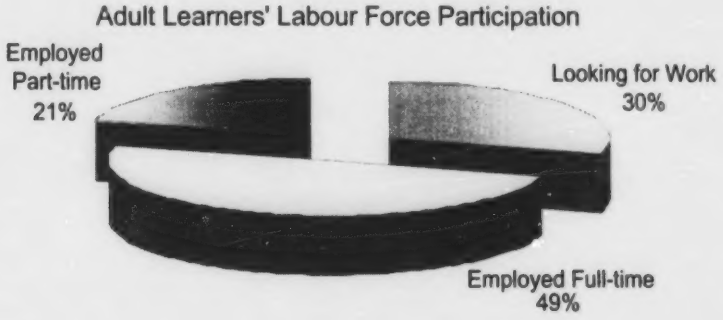
When asked to pick their most important goal, 52% picked graduation from high school; 36% said that it was preparing for further education, which included public post-secondary education, private schooling, and other kinds of training.



Employment Outcomes

Participation in the Labour Force

The labour force participation rate of former adult learners is 79%: this includes people currently employed (56%) and those who are actively looking for work.



Of those respondents that were employed, 20% had more than one job and 70% worked full-time—30 or more hours per week. Paid workers, as opposed to those who were self-employed, made up 93% of those employed. Almost 79% of paid workers said they had permanent jobs. The middle or median monthly wage for those employed was $1,560. For full-time employees it was $1,733 and for part-time, $1,300.

Comparison with Previous Employment

Over 61% of former adult learners said they were working before they attended adult education, as compared with 56% at present, and although fewer respondents are working now, many seem more positive about their jobs. Of those currently employed, 44% have the same job as they did before adult education. Over 34% of those who have the same job said it is now better paid, and over 23% said it is now more satisfying. Of those respondents who currently have a different job than before adult education, 54% said it is better paid and 60% find it more satisfying.

Occupations

Former adult learners tend to be employed at jobs that need only elementary- or intermediate-level skills—72% of those employed are working at this level. Fifty percent of employed respondents are working in sales and service occupations, most of them at lower skill levels. Another 13% are

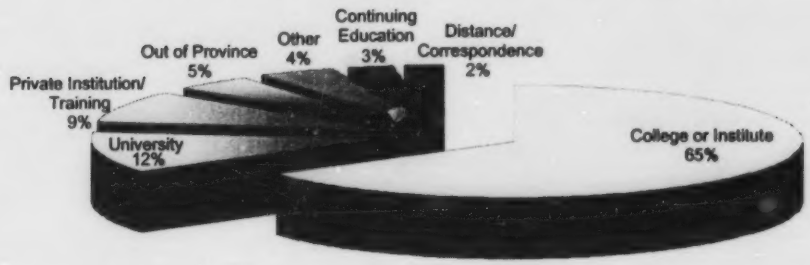
working in clerical occupations at an intermediate skill level. On the other hand, 28% of employed respondents work at jobs with skill levels defined as requiring post-secondary education or equivalent training and experience.

Education Outcomes

Less than half (44%) of former adult learners are currently attending some form of education or training. They are taking a variety of programs: 19% of those studying are in a community college or diploma program, 18% are working toward a bachelor's degree, 12% mentioned some kind of trade or vocational certificate or diploma, and 11% are in a technical institute diploma or certificate program. Of those respondents who are currently in school, 45% have a job as well.

Most people who were continuing their education (just over 65%) were going to a college or institute. Another 12% said they were attending university, while 9% were taking some form of private training or going to a private institution.

Currently Attending Post-Secondary Education

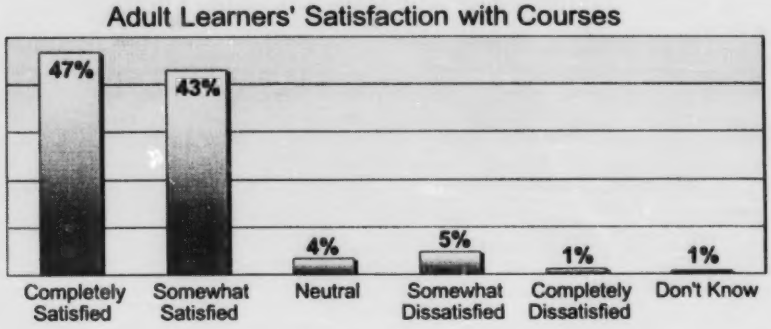


When asked how well their adult education courses prepared them for further studies, 72% said they were very well or somewhat prepared.

Satisfaction Ratings

Former adult learners gave high ratings to their adult education experiences. They were asked to rate a number of items, including classrooms/ study space, registration procedures, availability of childcare, access to the site, access to the buildings, freedom from harassment and discrimination, and their sense of safety and security. For those who said the items were applicable, 78% said their experiences were 'good' or 'very good'—only 6% said 'poor' or 'very poor.'

Courses received high ratings as well. Organization of courses was rated as 'good' or 'very good' by 77%; help in selecting courses, 74%; textbooks and learning materials, 72%; availability of courses, 68%; and help for courses outside class, 64%. Overall, 90% of respondents said they were 'completely satisfied' or 'somewhat satisfied' with their courses.



Goals Met

Most former learners met the goal that was most important to them at the time of their entry into adult education. They were asked to rate the achievement of that goal on a four-point scale from 'completely met' to 'not met at all.' Overall, 78% completely or mostly met their primary goal.

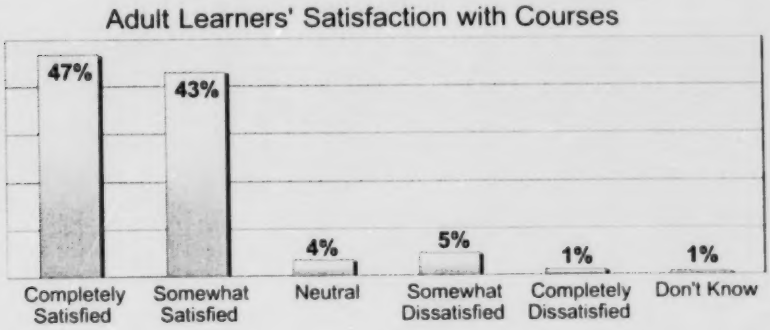
When asked why they were no longer attending adult education, 74% said that they had graduated or completed the credits they needed.

Personal and Skill Development

Former adult learners felt their experience in adult education helped them develop personal skills, including: self-confidence, a positive attitude toward learning, the ability to set goals for the future, acceptance of change, and the ability to adopt new ways of doing things. Overall, 79% responded positively; in particular, 85% said that their experience helped them or somewhat helped them develop a positive attitude toward learning.

Generally, former adult learners were also positive about the academic and employment skills they developed in adult education. Altogether, 68% said adult education helped or somewhat helped them write clearly, speak well, manage time better, work with others, solve problems, use math, use computers, study effectively, and read better. Using computers got the lowest rating (51% of respondents), while solving problems got the highest (79% of respondents).

Courses received high ratings as well. Organization of courses was rated as 'good' or 'very good' by 77%; help in selecting courses, 74%; textbooks and learning materials, 72%; availability of courses, 68%; and help for courses outside class, 64%. Overall, 90% of respondents said they were 'completely satisfied' or 'somewhat satisfied' with their courses.



Goals Met

Most former learners met the goal that was most important to them at the time of their entry into adult education. They were asked to rate the achievement of that goal on a four-point scale from 'completely met' to 'not met at all.' Overall, 78% completely or mostly met their primary goal.

When asked why they were no longer attending adult education, 74% said that they had graduated or completed the credits they needed.

Personal and Skill Development

Former adult learners felt their experience in adult education helped them develop personal skills, including: self-confidence, a positive attitude toward learning, the ability to set goals for the future, acceptance of change, and the ability to adopt new ways of doing things. Overall, 79% responded positively; in particular, 85% said that their experience helped them or somewhat helped them develop a positive attitude toward learning.

Generally, former adult learners were also positive about the academic and employment skills they developed in adult education. Altogether, 68% said adult education helped or somewhat helped them write clearly, speak well, manage time better, work with others, solve problems, use math, use computers, study effectively, and read better. Using computers got the lowest rating (51% of respondents), while solving problems got the highest (79% of respondents).

About the Adult Learner Outcomes Survey Project

The *K–12 Adult Learner Outcomes Survey* is the first to focus on school district former adult learners. The survey was conducted by the Centre for Education Information (CEISS) at the request of the Ministry of Education and the Ministry of Advanced Education, Training and Technology. Analysis of the survey data has provided useful information on K–12 adult learners and their outcomes.

In general, former learners are satisfied with the courses they took: the majority met their goals, learned useful skills, and furthered their personal development. They are employed at almost the same rate as the BC population, and many have gone on to post-secondary studies.

This survey project has also provided an excellent basis for future research. Eventually, that research may include a co-ordinated survey of adult learners who attended classes in either a school district Adult Graduation Program or in Adult Basic Education at a college, institute, or university college.

For More Information

This publication and a summary report, called *The Highlights*, are available online at www.bced.gov.bc.ca/adult_graduation and www.ceiss.org. For more information and copies of *The Highlights*, contact the Adult Education Co-ordinator, Field Services Branch at (250) 356-2575. For technical information on the survey, contact the Centre for Education Information at (250) 413-4400 or outcomes@ceiss.org.

Introduction

Adult Secondary Graduation Programs in British Columbia

Each year in school districts across British Columbia, approximately 20,000 students (or 14,000 FTEs) attend adult education courses leading to secondary school graduation. The *Adult Graduation Program*, as these courses are called, is offered in the K–12 system. At the same time, 21,000 students (or 7,000 FTEs) attend *Adult Basic Education* (ABE) at BC colleges, institutes, and university colleges.

The *Adult Graduation Program* (AGP) is made available to adult students—those who are 19 years old or older—to allow them to finish the courses necessary for their regular Dogwood diploma or to complete the requirements for an Adult Dogwood, now officially called the *BC Adult Graduation Diploma*. The Adult Dogwood does not require as many courses or credits as a regular Dogwood.

Courses are also available through *Adult Basic Education*, offered in BC post-secondary institutions. Students can now take ABE courses as well as or instead of AGP courses and apply them toward fulfilling the requirements for the Adult Dogwood.

Adult education courses are offered in a variety of formats that include traditional classroom style teaching as well as non-traditional learning environments. Adult learning centres can be located in schools, other public buildings, or even storefront offices. All K–12 courses that are taken to complete graduation requirements are tuition-free; however, after an adult has graduated, tuition is charged for any additional courses taken through the *Adult Graduation Program*.

ABE Transitions Project

In May 1998 the government announced that ABE courses in college and institutes would be tuition-free. This action was taken as part of the government's commitment to improve access to education for all British Columbians.

As a further step in that ongoing effort to create a comprehensive and accessible adult education system in BC, the Ministry of Education and the Ministry of Advanced Education, Training and Technology launched the Adult Basic Education Transitions Project. Established in September 1998, the ABE Transitions Project ran until August of 1999. The overall goal of this project was to improve the co-ordination of adult education provided by the school district and post-secondary systems. The vision was to develop a more integrated, learner-centred approach. The primary objectives were:

- To implement a common graduation credential for adults.
- To improve articulation of courses.
- To develop a common framework for adult education program quality and accountability.
- To use a regional planning model to facilitate local co-ordination among adult education providers.

The need for a common framework for quality and accountability was addressed partly through the development of a *Quality and Accountability Framework*, which identifies measures of program success. Up to this point any measurement of success within school district adult education programs had been limited to little more than measuring course completions. There have been a number of surveys of ABE students in Colleges and Institutes that went beyond completion rates to examine outcomes—to start this process on the K–12 side, the *K–12 Adult Learners Outcomes Survey* was initiated.

Adult Learner Outcomes Survey

The Ministry of Education and the Ministry of Advanced Education, Training and Technology requested that the Centre for Education Information (CEISS) conduct an outcomes survey of former adult learners from the school district system. The *K–12 Adult Learner Outcomes Survey* was undertaken to provide a snapshot of the outcomes and experiences of adult learners who were enrolled in school district programs leading to graduation during the 1997/1998 academic year.

Former adult learners who had completed or almost completed their program of study were surveyed for their opinions and their satisfaction with school district programs, as well as their views of their resulting skill development. The questionnaire also gathered information about further employment and education experiences.

The survey project was supervised by an advisory committee made up of representatives from the Ministry of Education and the Ministry of Advanced Education, Training and Technology. This advisory committee made regular reports on the survey to the Core Working Group of the ABE Transitions Project.

The Survey

Research Objectives

The objectives of the *K–12 Adult Learner Outcomes Survey* were to

- Improve the understanding of K–12 adult learners.
- Provide data to facilitate comparability across BC adult learner programs.
- Inform the broader ABE Transitions Project accountability initiative.

These objectives were to be accomplished by

i. Collecting and reporting outcomes information on former adult learners' labour force participation and further studies.
ii. Examining adult learners' satisfaction with their courses and resulting skill development.
iii. Creating a profile of adult learners.

(See Appendix 1 for the complete list of Research Objectives.)

Adult Learner Population Definition

The following population definition was based on data contained in the Ministry of Education's Student Level Database.

In September 1997 there were 19,728 adult learners taking courses in the K–12 system.

- 4,568 regular Dogwood (52 credits) have to write at least one exam
- 1,496 adult Dogwood (28 credits) do not have to write exams
- 13,664 adult learners below Grade 11 do not write exams

Cohort Definition

The *K–12 Adult Learner Student Outcomes Survey* study cohort was comprised of former adult learners who:

- were born prior to July 1, 1978,
- were registered to complete a graduate program in September 1997, and
- did not return to the K–12 Adult Education system as of August 1998.

The cohort was extracted from two Ministry of Education Databases: Transcripts and Examinations (TRAX) and Student Level Data (SLD). All funded students in the K–12 system are recorded in SLD; TRAX includes all those intending to graduate or registered to write provincial exams. All of the people in TRAX who met the above criteria (n=5,093) and a random sample from the people in SLD who met the criteria (n=250) were included in the cohort. (See Appendix 2 for a detailed description of the derivation of the survey cohort.)

Survey Design

This survey project was originally intended to facilitate comparability across BC adult learner programs. To that end, it was decided that the survey questionnaire should be modeled after the College and Institute Outcomes "core" survey design, which has been used successfully for adult learners who are enrolled in post-secondary ABE courses. The advisory committee directed the process of adapting and drafting the questionnaire. Language appropriate to the K–12 adult learner population was used, and questions of particular relevance to school district adult education were added. (See Appendix 3 for a copy of the questionnaire.)

Data Collection and Analysis

To prepare for data collection, the first step taken was to match the cohort data against BC TEL's database, since the cohort contact file did not have phone numbers. Almost 3,000 numbers were found out of a possible 5,343. The cohort contact file, with added phone numbers, was sent to Points of View Research & Consulting Ltd. to conduct the survey. Secondly, a notification letter was sent to the survey cohort from the Ministry of Education. Its purpose was to assure the former learners of the legitimacy of the project and to encourage their participation. Over 200 people called to volunteer for the survey or leave an updated address or number. Thirdly, the survey questionnaire was converted for a CATI (Computer Assisted Telephone Interview) system and pre-tested before being finalized.

The survey was conducted in April to June 1999. The CATI questionnaire collected quantitative and qualitative data—all responses were coded for analysis. This study was essentially an exploratory one, and descriptive statistics, such as frequencies and cross-tabulations, were used for the bulk of the reporting. CEISS was responsible for all analysis and reporting.

Response Rates

As part of the research design, a 'net frame' was developed, to be used to determine which members of the cohort should be included in the calculation of the response rate, which is the number of completed questionnaires divided by the net frame. (See Appendix 4, for a description of the net frame and a breakdown of response rates.)

Out of the cohort of 5,343 that was sent to the data collection house, 2,294 people were excluded from the net frame, primarily because phone numbers for them could not be found. Based on 1,504 completed surveys divided by the net frame of 3,049, the survey's response rate was 49%. Of those who completed the survey, 11 respondents were judged 'out-of-scope,'[1] so the analysis was performed on the data from 1,493 surveys.

[1] Based on the birth date given during the survey, eleven respondents were found to be younger than the minimum age required by the cohort definition.

Interpretation of Results

The *K–12 Adult Learner Outcomes Survey* has produced useful and informative data that will improve our understanding of school district adult learners; nevertheless, there are some limitations or cautions that you should keep in mind as you review the findings.

Generalizability of Data

This research project was designed to survey K–12 adult education completers or near-completers and was not intended to represent the whole adult learner population. The survey cohort that was defined included a census of those adult learners who were registered to graduate and who had not returned to an adult graduation program.

Case information extracted from the Ministry databases did not contain phone numbers, and addresses were out of date due to changes during the months since the adult learners left the system. A lot of research was done to locate current numbers based on name and address, but finding members of the cohort proved very difficult.

Since we were unable to survey the majority of the cohort as defined, our resulting data may not be representative of all school district adult education completers and near-completers. It is also worth noting that the survey results do not represent those learners who have just enrolled or are not near completion or who do not intend to graduate.

Eligibility of Respondents

The data collection house had problems confirming that the people they contacted were the adult learners who fit within the eligibility criteria established for the survey. For example, former learners often didn't recognize the courses they had taken as an "Adult Graduation Program" or "courses toward graduation" or even "adult basic education." A number of potential respondents may have declined the survey thinking that the courses they took were not part of a graduation program, when in fact, they were.

Another criterion for eligibility was that the respondent not be currently enrolled in school district adult education. At the beginning of the survey, all respondents were asked if they were presently taking school district adult education courses—only those who answered 'no' continued with the survey. However, when asked later if they were currently studying, 49 of the survey respondents said they were taking academic upgrading, and of them, 18 said they were taking it at a continuing education centre or secondary school—which means that it is possible the courses were part of an adult graduation program. While this result does not have a significant effect on the survey data, it does illustrate the lack of clarity around the names of adult graduation courses.

Limited Comparability

i. When this survey project was conceived, it was anticipated that the information gathered on outcomes of K–12 adult learners would facilitate comparability across BC adult learner programs. However, the nature of the school district cohort is such that the questionnaire from the College and Institute outcomes surveys could not be used without extensive modifications. As a result, making any direct comparisons of these survey data with the College and Institute ABE outcomes data is problematic.

ii. The *K–12 Adult Learner Outcomes Survey* is the first survey of its kind administered to school district adult learners; there are no similar surveys to use as a basis for comparison. Without comparable information or baseline data, it is difficult to assign meaning to the survey results. Readers should be prudent in any attempt to draw conclusions about these adult learners.

iii. Initially, one of the aims of this survey project was to compare the school district adult learners registered in the Ministry of Education's Transcripts and Examinations (TRAX) database with those listed only in the Student Level Data (SLD) system. As described in the **Cohort Definition**, all the students in the TRAX database who met the survey criteria were selected, and a random sample (n=250) was chosen from SLD. Unfortunately, the response from the SLD cohort was too limited (n=38) to permit meaningful comparisons.

iv. The research objectives of the survey included a commitment to examine any school district or regional differences that appeared among respondents. To that end, each member of the cohort was assigned a region (1–15) based on school district location. There was a wide disparity in the number of students per region, the largest being over 25 times the smallest. This disparity was reflected in the number of respondents per region. (See Appendix 5 for a description of the regional breakdowns.) Given the wide range in size and the fact that a number of regions had very few respondents, a decision was taken not to report comparisons.

Note on Percentages

For consistency and ease of representation, percentages in the text and charts have been rounded to whole numbers and may not always add to 100. Unless noted, refusals and 'don't know' responses were included in the calculation of percentages.

M121

IMPORTANT NOTE CONCERNING THE FOLLOWING PAGES

THE PAGES WHICH FOLLOW HAVE BEEN FILMED TWICE IN ORDER TO OBTAIN THE BEST REPRODUCTIVE QUALITY

USERS SHOULD CONSULT ALL THE PAGES REPRODUCED ON THE FICHE IN ORDER TO OBTAIN A COMPLETE READING OF THE TEXT.

REMARQUE IMPORTANTE CONCERNANT LES PAGES QUI SUIVENT

LES PAGES SUIVANTES ONT ÉTÉ REPRODUITES EN DOUBLE AFIN D'AMÉLIORER LA QUALITÉ DE REPRODUCTION

LES UTILISATEURS DOIVENT CONSULTER TOUTES LES PAGES REPRODUITES SUR LA FICHE AFIN D'OBTENIR LA LECTURE DU TEXTE INTÉGRAL

micromedia
a division of IHS Canada

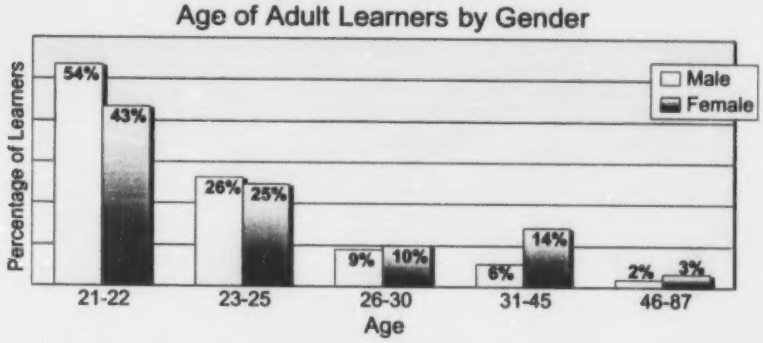
20 Victoria Street
Toronto, Ontario M5C 2N8
Tel.: (416) 362-5211
Toll Free: 1-800-387-2689
Fax: (416) 362-6161
Email: info@micromedia.on.ca

Key Findings

What are the characteristics of former adult learners?

Demographics

Male and female students enrolled in school district adult education courses in equal numbers, although of those aged 25 and under, the majority were male (54%), and of those aged 26 and over, the majority were female (62%). Over 48% of the respondents were 21 or 22 years old.



Almost 7% of those surveyed identified themselves as having a long-term condition that limits their activity, and approximately 40% of these respondents said their type of limiting condition restricts their mobility. In comparison, about 8.5% of the BC population have a limiting disability.[2]

Over 7% of respondents identified themselves as Aboriginal. This is slightly higher than the percentage of BC's population that was identified as Aboriginal in the 1996 census (4%).

When former adult learners were asked if they considered themselves part of an ethnic or cultural group, 17% volunteered that they were Chinese. In contrast, approximately 8% of BC's population are identified as Chinese.[3]

Respondents were also asked if English was the language they used most to speak, read, or write. A total of 18% answered no to at least one of those questions.

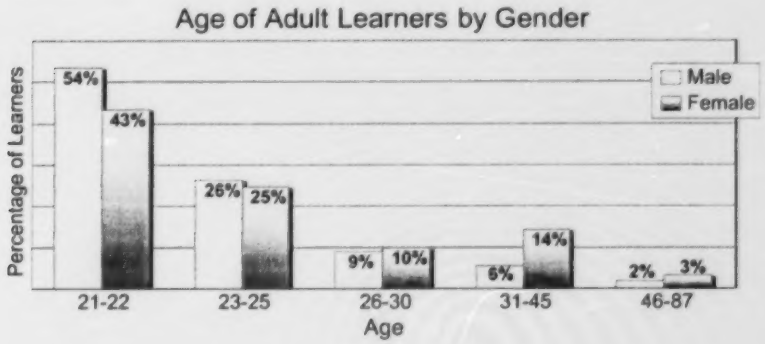
[2] From the BC Stats "Government Wide Workforce Profile," January 1999.
[3] Source: 1996 Census of Canada

Key Findings

What are the characteristics of former adult learners?

Demographics

Male and female students enrolled in school district adult education courses in equal numbers, although of those aged 25 and under, the majority were male (54%), and of those aged 26 and over, the majority were female (62%). Over 48% of the respondents were 21 or 22 years old.



Almost 7% of those surveyed identified themselves as having a long-term condition that limits their activity, and approximately 40% of these respondents said their type of limiting condition restricts their mobility. In comparison, about 8.5% of the BC population have a limiting disability.[2]

Over 7% of respondents identified themselves as Aboriginal. This is slightly higher than the percentage of BC's population that was identified as Aboriginal in the 1996 census (4%).

When former adult learners were asked if they considered themselves part of an ethnic or cultural group, 17% volunteered that they were Chinese. In contrast, approximately 8% of BC's population are identified as Chinese.[3]

Respondents were also asked if English was the language they used most to speak, read, or write. A total of 18% answered no to at least one of those questions.

[2] From the BC Stats "Government Wide Workforce Profile," January 1999.
[3] Source: 1996 Census of Canada

Previous schooling

Most of the former adult learners surveyed had attended several years of regular high school before returning to school for adult education. When asked what grade they were in when their schooling was interrupted the first time, 58% said it was Grade 12. When asked why their original schooling was interrupted, or why they left high school, they gave many reasons, such as 'needed work,' 'hated school,' 'failed,' and 'personal or family reasons.' Twenty percent of respondents volunteered that they left because they graduated. It is also worth noting that only 9% of those surveyed left school before Grade 10.

Most respondents had a good foundation to their high school education before starting adult education, and only a minority, 21%, had been out of school over 10 years—46% were in school within the last five years. Over 82% had their pre-adult education schooling in BC.

Between their original schooling and adult education, 52% were employed, and 22% said they studied elsewhere. Other respondents said they took time off, travelled, stayed home with children, or were on income assistance. Almost 6% volunteered that they went straight to adult education from regular school—in most cases it was because they turned 19 before completing the requirements to graduate.

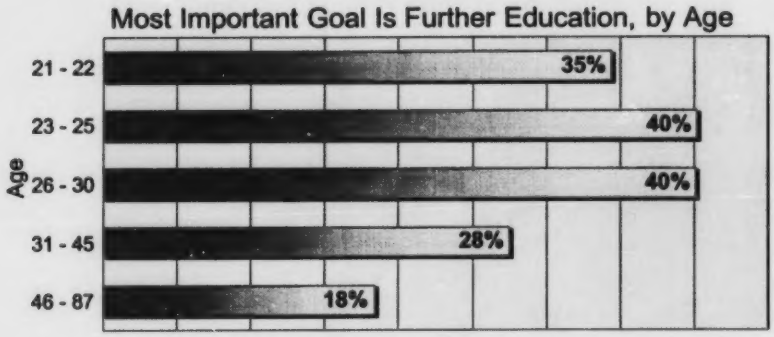
Why did former learners take adult education?

Objectives for Adult Education

When former learners were asked about the educational or career goals they had at the time they enrolled in adult education, 63% cited high school graduation or getting a Dogwood as a goal. For 52% of respondents, graduation was the most important goal. Slightly more females than males said graduation was the most important goal (54% to 50%).

Almost 49% of those surveyed were taking adult education to prepare for further education; that is, to qualify for a post-secondary institution, to go to a private school, or to upgrade for more training. A higher percentage of younger people mentioned further education as a goal. Of those aged 30 or under, 50% were preparing for further education; this drops to 34% of those aged 46 or over.

When asked to pick the goal most important to them, 36% said that it was preparing for further education. Responses in different age groups follow.



Only 10% of respondents had goals that were related to employment: finding a job, changing careers, or improving existing job skills. Generally, fewer young people cited employment-related goals—just 9% of those 21 to 22. This rose to 29% for those aged 46 or over.

What were former learners' experiences in adult education?

Attending Adult Education

Learners' experiences while attending adult education courses varied. For example, respondents were enrolled in adult education for periods that ranged from a few weeks to several years. However, the largest number of former learners (over 16%) attended for one year, and the average length of attendance was just over a year.

It should be noted that of the adult learners who said they did not use English the most to read, write, or speak, 43% reported that using English for their courses caused them to have difficulty completing the program. Nevertheless, 72% of those who had difficulty did graduate or get the credits they required.

Parental support was part of the adult education experience for many former learners. While taking adult education courses, 58% of respondents lived with their parents, and 39% received income from them. Of those who lived with their parents, 91% were 25 years old or under.

Employment was cited as one of the top three sources of income for 47% of respondents while they were enrolled in adult education. Another 13% received income assistance.

Leaving Adult Education

When former adult learners were asked why they were no longer attending adult education, 74% of those surveyed volunteered that they had graduated or completed the credits they needed. A number of reasons were given for leaving; the most frequently chosen ones were:

Reason for Leaving	% of Respondents
Graduated	57%
Completed Needed Credits	24%
Became Employed	7%
Transferred Schools	4%
Personal Reasons	3%
Plans Changed	3%
Don't Know	3%

Note: Respondents were allowed to choose more than one answer.

Overall, 70% of those surveyed said they wrote a provincial exam toward graduation. More males than females took these exams (52% to 48%). Of those who graduated or completed needed credits, 79% wrote a provincial exam.

Are former learners satisfied with their adult education experiences?

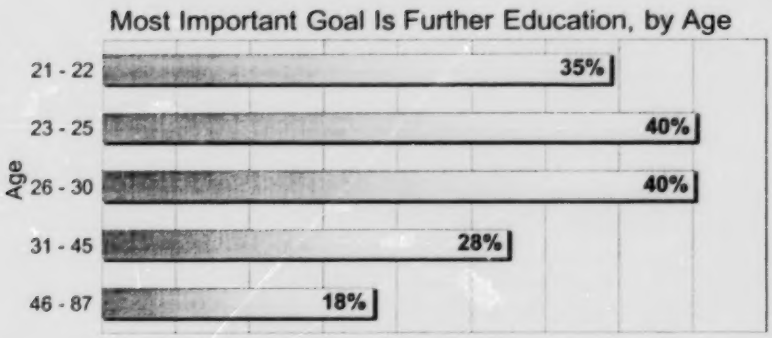
Ratings

Former adult learners were asked to rate their school experience on a variety of items on a five-point scale that went from 'very good' to 'very poor.' Overall, 65% of respondents said their experiences were 'good' or 'very good'—only 5% said 'poor' or 'very poor.'

The following figure shows the ratings for school experiences; the percentages are based on the number of people who said the item was applicable to them.

Note: Percentages exclude those who said item was not applicable

The lowest rating above was given to the 'Availability of Childcare.' It is worth noting that only 21% of former learners surveyed said this item was applicable to them. However, 27% of those people rated this item as 'poor' or 'very poor.'



Only 10% of respondents had goals that were related to employment: finding a job, changing careers, or improving existing job skills. Generally, fewer young people cited employment-related goals—just 9% of those 21 to 22. This rose to 29% for those aged 46 or over.

What were former learners' experiences in adult education?

Attending Adult Education

Learners' experiences while attending adult education courses varied. For example, respondents were enrolled in adult education for periods that ranged from a few weeks to several years. However, the largest number of former learners (over 16%) attended for one year, and the average length of attendance was just over a year.

It should be noted that of the adult learners who said they did not use English the most to read, write, or speak, 43% reported that using English for their courses caused them to have difficulty completing the program. Nevertheless, 72% of those who had difficulty did graduate or get the credits they required.

Parental support was part of the adult education experience for many former learners. While taking adult education courses, 58% of respondents lived with their parents, and 39% received income from them. Of those who lived with their parents, 91% were 25 years old or under.

Employment was cited as one of the top three sources of income for 47% of respondents while they were enrolled in adult education. Another 13% received income assistance.

Leaving Adult Education

When former adult learners were asked why they were no longer attending adult education, 74% of those surveyed volunteered that they had graduated or completed the credits they needed. A number of reasons were given for leaving; the most frequently chosen ones were:

Reason for Leaving	% of Respondents
Graduated	57%
Completed Needed Credits	24%
Became Employed	7%
Transferred Schools	4%
Personal Reasons	3%
Plans Changed	3%
Don't Know	3%

Note: Respondents were allowed to choose more than one answer.

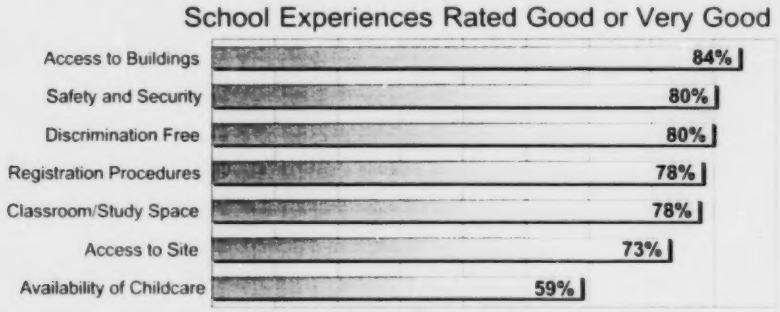
Overall, 70% of those surveyed said they wrote a provincial exam toward graduation. More males than females took these exams (52% to 48%). Of those who graduated or completed needed credits, 79% wrote a provincial exam.

Are former learners satisfied with their adult education experiences?

Ratings

Former adult learners were asked to rate their school experience on a variety of items on a five-point scale that went from 'very good' to 'very poor.' Overall, 65% of respondents said their experiences were 'good' or 'very good'—only 5% said 'poor' or 'very poor.'

The following figure shows the ratings for school experiences; the percentages are based on the number of people who said the item was applicable to them.

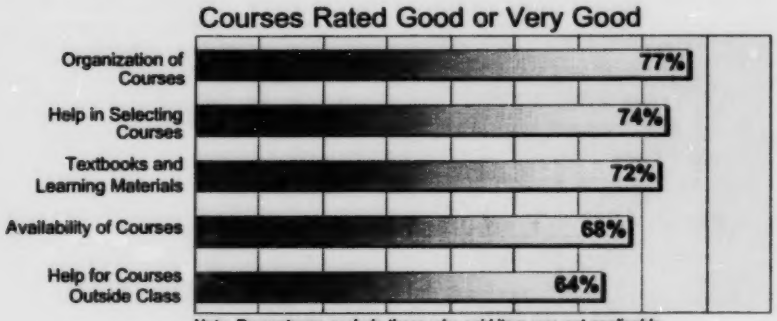


Note: Percentages exclude those who said item was not applicable.

The lowest rating above was given to the 'Availability of Childcare.' It is worth noting that only 21% of former learners surveyed said this item was applicable to them. However, 27% of those people rated this item as 'poor' or 'very poor.'

Almost 80% of respondents who said it was applicable thought their school was 'good' or 'very good' at being discrimination and harassment free. Persons of Aboriginal descent, however, rated their school as 'poor' or 'very poor' more often than did non-Aboriginal persons (14% versus 5%).

The former adult learners were also asked to rate their courses on a number of criteria. Overall, 66% rated their courses as 'good' or 'very good.'



Note: Percentages exclude those who said item was not applicable.

When asked how satisfied they were with their courses, 47% of respondents said they were 'completely satisfied,' while another 43% were 'somewhat satisfied.' Only 6% were 'somewhat dissatisfied' or 'completely dissatisfied.'

It seems that a small majority of adult education participants like things the way they are:

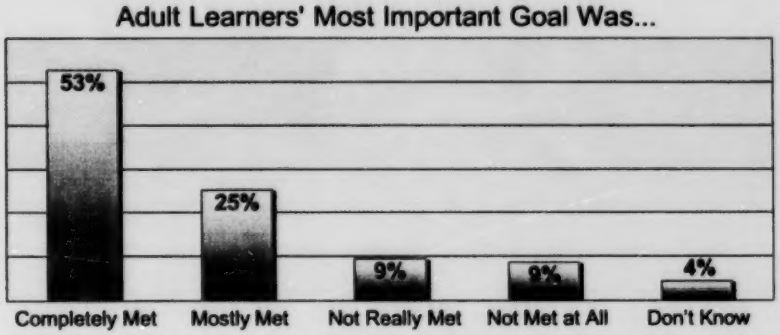
- Almost 57% preferred traditional classroom instruction to self-paced instruction (preferred by 35%).
- Over 61% thought their course workload was 'about right,' while less than 23% thought it was 'heavy' or 'very heavy.'
- When asked how they thought the courses could be improved, 54% said the courses were good as is or had no suggestions for improvement.

Over 46% of respondents did make suggestions to improve adult education courses. Some of the most often repeated suggestions were to increase the number of courses and teachers, to have smaller classes, and to offer more timeslots and more locations. Another frequent request was to provide more help to students outside of class.

Of those who responded when asked for additional comments, 41% volunteered that adult education had been a good opportunity for them or that they would recommend it to others.

Goals Met

The former learners surveyed were asked to identify the goal that was most important to them at the time of their entry into adult education. They were then asked to rate the achievement of that goal on a four-point scale from 'completely met' to 'not met at all.' Overall, 78% completely or mostly met their primary goal.



For those whose most important goal was graduation, 84% said their goal was completely or mostly met. A higher percentage of females than males completely met that goal (67% to 59%). Similarly, 71% of those who were over 25 and who chose graduation as most important completely met their goal, compared with 61% of those 25 and under.

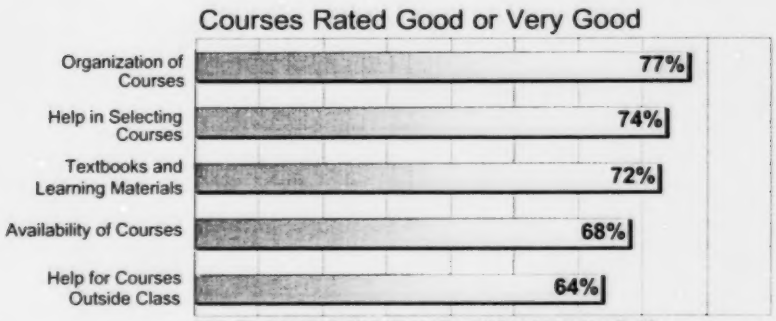
For those whose most important goal focussed on further education, 79% either completely or mostly met their goal. Of those respondents who specifically said their most important goal was entry to a post-secondary institution, 47% said their goal was completely met.

More males than females chose an employment-related goal as their most important. Almost 73% of those males said that they completely or mostly met that goal compared to 59% of females who said they met their employment-related goal.

Of those whose most important goal was to improve skills or study for personal interest, 72% completely or mostly met their goal.

Almost 80% of respondents who said it was applicable thought their school was 'good' or 'very good' at being discrimination and harassment free. Persons of Aboriginal descent, however, rated their school as 'poor' or 'very poor' more often than did non-Aboriginal persons (14% versus 5%).

The former adult learners were also asked to rate their courses on a number of criteria. Overall, 66% rated their courses as 'good' or 'very good.'



Note: Percentages exclude those who said item was not applicable.

When asked how satisfied they were with their courses, 47% of respondents said they were 'completely satisfied,' while another 43% were 'somewhat satisfied.' Only 6% were 'somewhat dissatisfied' or 'completely dissatisfied.'

It seems that a small majority of adult education participants like things the way they are:

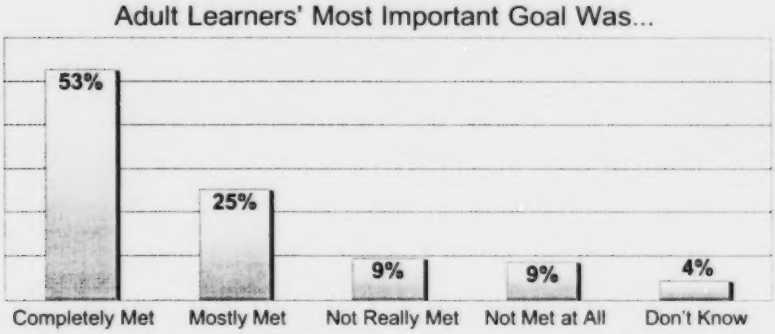
- Almost 57% preferred traditional classroom instruction to self-paced instruction (preferred by 35%).
- Over 61% thought their course workload was 'about right,' while less than 23% thought it was 'heavy' or 'very heavy.'
- When asked how they thought the courses could be improved, 54% said the courses were good as is or had no suggestions for improvement.

Over 46% of respondents did make suggestions to improve adult education courses. Some of the most often repeated suggestions were to increase the number of courses and teachers, to have smaller classes, and to offer more timeslots and more locations. Another frequent request was to provide more help to students outside of class.

Of those who responded when asked for additional comments, 41% volunteered that adult education had been a good opportunity for them or that they would recommend it to others.

Goals Met

The former learners surveyed were asked to identify the goal that was most important to them at the time of their entry into adult education. They were then asked to rate the achievement of that goal on a four-point scale from 'completely met' to 'not met at all.' Overall, 78% completely or mostly met their primary goal.



For those whose most important goal was graduation, 84% said their goal was completely or mostly met. A higher percentage of females than males completely met that goal (67% to 59%). Similarly, 71% of those who were over 25 and who chose graduation as most important completely met their goal, compared with 61% of those 25 and under.

For those whose most important goal focussed on further education, 79% either completely or mostly met their goal. Of those respondents who specifically said their most important goal was entry to a post-secondary institution, 47% said their goal was completely met.

More males than females chose an employment-related goal as their most important. Almost 73% of those males said that they completely or mostly met that goal compared to 59% of females who said they met their employment-related goal.

Of those whose most important goal was to improve skills or study for personal interest, 72% completely or mostly met their goal.

What are former adult learners' labour force outcomes?

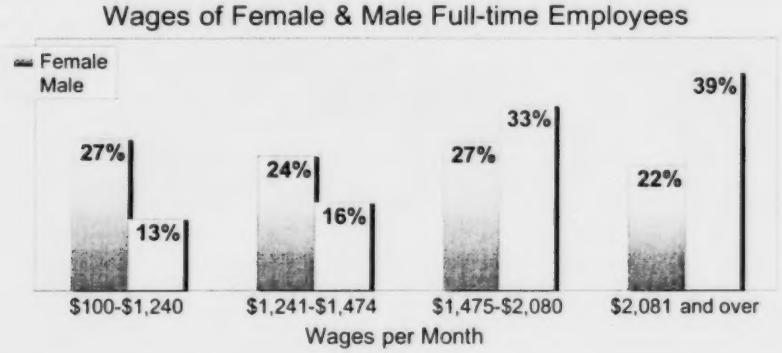
Participation in the Labour Force

At the time of the survey, 79% of former learners were participating in the labour force; that is, they were either employed or actively looking for work. When asked, 56% said they were currently employed. In May 1999 (the time of the survey), the actual employment rate for BC was 59.6%,[4] and the labour force participation rate was 65.1%.

Of those respondents that were employed, 20% had more than one job and 70% worked full-time—30 or more hours per week. The average number of hours worked per week was 34, although 20% of those who answered this question said they worked more than 40 hours per week.

Paid workers—as opposed to those who were self-employed—made up 93% of those employed. Almost 79% of paid workers said they had permanent jobs.

The average[5] monthly wage for those employed was $1,560. For full-time employees it was $1,733 and for part-time, $1,300. Females make up 63% of part-time employees and less than 42% of full-time employees. The wages of full-time male and female employees are distributed as follows:



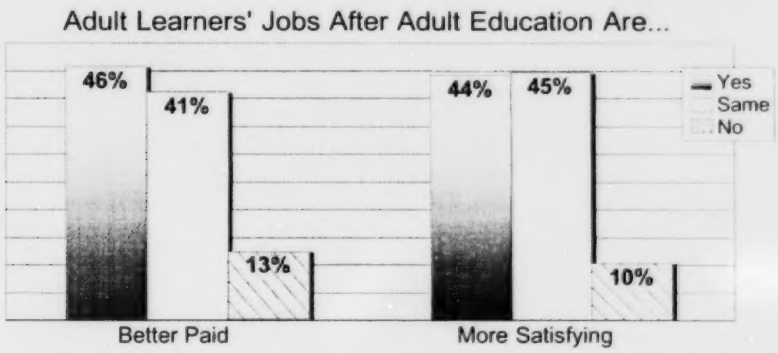
Comparison with Previous Employment

It is interesting to compare respondents' current employment with their employment before attending adult education, because at first glance it seems as though the experience has had a negative impact: 61% of those surveyed said they were working before they attended adult education as compared with 56% currently working. On the other hand, the adult learners who are

[4] Prepared by BC Stats from Statistics Canada data: "Employment rate is calculated as employment as a percent of the working age population."

[5] "Average" usually refers to the mean; however, the average monthly wage in this paragraph refers to the median or middle wage. Because the mean wage was skewed by a few uncharacteristically high salaries, the median is more representative of the amounts earned.

currently employed seem somewhat more satisfied with their jobs. Respondents were asked to compare their previous employment with their current jobs and say if it was better, worse, or about the same. Very few responses were negative, and about 45% indicated they are better off now.



Of those currently employed, 44% had the same job as they did before adult education. Of those that had the same job, over 34% said it was better paid, and over 23% said it was more satisfying. Of those who currently have a different job than before adult education, 54% said it was better paid and 60% find it more satisfying.

Other statistics for previous employment are similar to current employment. Previously, 72% worked full-time, currently it's 70%; 96% were paid workers rather than self-employed and that's now 93%; and of the paid workers, 77% had permanent positions versus 79% now. A greater percentage of respondents, however, reported having more than one job before adult education—29% as opposed to 20% of those currently employed.

Recent Employment

A number of former adult learners who are not currently employed were employed at some point after their courses in adult education. Of these recent employees (representing 32% of those not currently employed), 16% had more than one job, and 96% were paid workers as opposed to being self-employed. Fifty-four percent of these paid workers had what they thought was a permanent job.

Those recently employed earned an average of $1,387[*] a month and worked an average of 32 hours per week—65% were employed full-time.

[*] Median or middle wage

What are former adult learners' labour force outcomes?

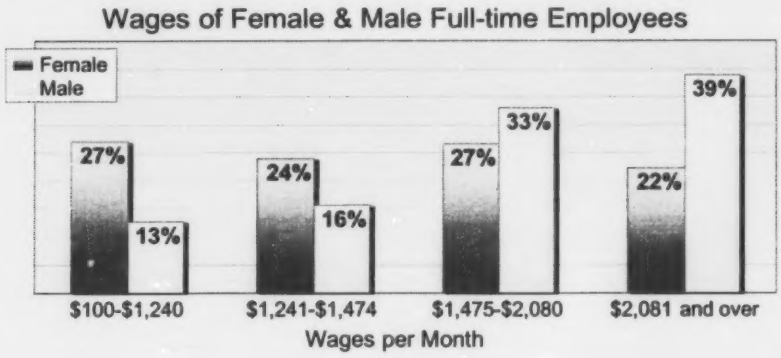
Participation in the Labour Force

At the time of the survey, 79% of former learners were participating in the labour force; that is, they were either employed or actively looking for work. When asked, 56% said they were currently employed. In May 1999 (the time of the survey), the actual employment rate for BC was 59.6%,[4] and the labour force participation rate was 65.1%.

Of those respondents that were employed, 20% had more than one job and 70% worked full-time—30 or more hours per week. The average number of hours worked per week was 34, although 20% of those who answered this question said they worked more than 40 hours per week.

Paid workers—as opposed to those who were self-employed—made up 93% of those employed. Almost 79% of paid workers said they had permanent jobs.

The average[5] monthly wage for those employed was $1,560. For full-time employees it was $1,733 and for part-time, $1,300. Females make up 63% of part-time employees and less than 42% of full-time employees. The wages of full-time male and female employees are distributed as follows:



Comparison with Previous Employment

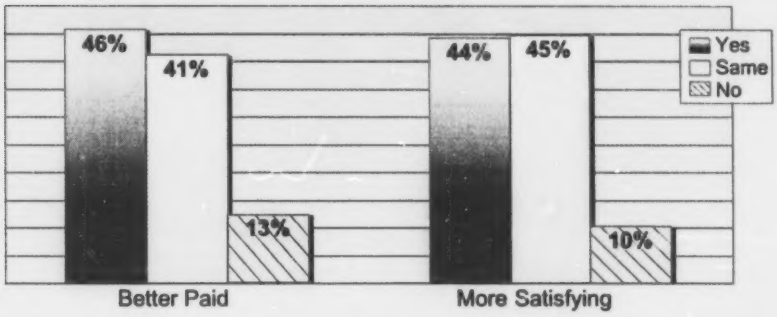
It is interesting to compare respondents' current employment with their employment before attending adult education, because at first glance it seems as though the experience has had a negative impact: 61% of those surveyed said they were working before they attended adult education as compared with 56% currently working. On the other hand, the adult learners who are

[4] Prepared by BC Stats from Statistics Canada data: "Employment rate is calculated as employment as a percent of the working age population."

[5] "Average" usually refers to the mean; however, the average monthly wage in this paragraph refers to the median or middle wage. Because the mean wage was skewed by a few uncharacteristically high salaries, the median is more representative of the amounts earned.

currently employed seem somewhat more satisfied with their jobs. Respondents were asked to compare their previous employment with their current jobs and say if it was better, worse, or about the same. Very few responses were negative, and about 45% indicated they are better off now.

Adult Learners' Jobs After Adult Education Are...



Of those currently employed, 44% had the same job as they did before adult education. Of those that had the same job, over 34% said it was better paid, and over 23% said it was more satisfying. Of those who currently have a different job than before adult education, 54% said it was better paid and 60% find it more satisfying.

Other statistics for previous employment are similar to current employment. Previously, 72% worked full-time, currently it's 70%; 96% were paid workers rather than self-employed and that's now 93%; and of the paid workers, 77% had permanent positions versus 79% now. A greater percentage of respondents, however, reported having more than one job before adult education—29% as opposed to 20% of those currently employed.

Recent Employment

A number of former adult learners who are not currently employed were employed at some point after their courses in adult education. Of these recent employees (representing 32% of those not currently employed), 16% had more than one job, and 96% were paid workers as opposed to being self-employed. Fifty-four percent of these paid workers had what they thought was a permanent job.

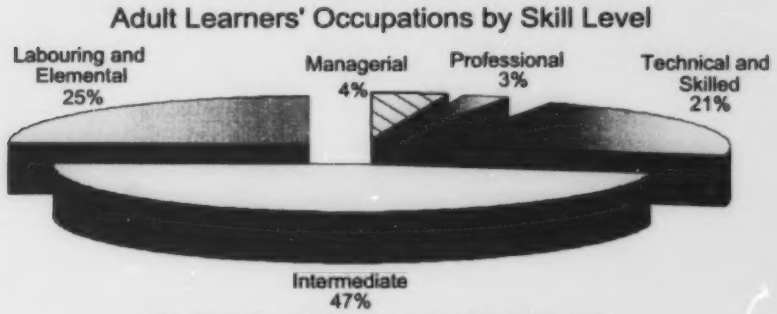
Those recently employed earned an average of $1,387[6] a month and worked an average of 32 hours per week—65% were employed full-time.

[6] Median or middle wage.

Occupations

The former adult learners surveyed tend to be employed at jobs that need only elementary or intermediate skill levels, as categorized by the National Occupation Classification (NOC)[7] system. *Skill level* is defined generally as the amount and type of education and training required to enter and perform the duties of an occupation.

The following graph is a breakdown of former adult learners' occupations by NOC skill level. Generally, "elemental and labouring" occupations require only one or two years of secondary school and brief on-the-job training. Occupations classed as "intermediate" require up to four years of secondary school and on-the-job training or experience. "Technical or skilled" occupations require post-secondary education or apprenticeship or extensive on-the-job training, and "professional" occupations are those that usually require university degrees. Managerial occupations are included, although they do not really represent a skill level since factors other than education and training—experience or capital, for example—often determine employment.



Note: Percentages include those currently and recently employed.

As distinct from skill level, occupation *type* refers to the main duties and functions carried out by workers—each occupation can be carried out at different skill levels. For example, 50% of all former adult learner employees worked in sales and service occupations (one out of ten occupational categories defined in the NOC system); and 43% of employees worked in those occupations at elemental or intermediate skill levels. For those who worked in elemental sales and services (the lowest skill level), 76% made less than $1,475 per month.

For those working in clerical occupations across all skill levels, the salaries were a little higher: 68% made over $1,474 per month. Only 30% of those in all sales and service occupations made over that amount.

[7] The NOC is a systematic taxonomy of occupations in the Canadian labour market. Please see Appendix 6 for more information.

Sales and service occupations are overrepresented in the employment of former adult learners. As noted above, 50% of employed respondents are working in this area; however, the percentage of BC employees in sales and services occupations was 27.8 in 1998.[8] For those respondents currently or recently employed, the top six out of eight of the most frequently cited occupations are classed as sales and service:

Occupation	% of Those Employed
Retail Salesperson	*9%*
Food & Beverage Server	*8%*
Cashier	*4%*
Food Service Counter Attendant	*3%*
Cook	*3%*
Grocery Clerk & Shelf Stocker	*3%*
Shipper & Receiver	*2%*
Construction Trades Helper	*2%*

Of the people who worked as Retail Salespersons, 73% made less than $1,475 per month, and 58% of Food and Beverage Servers earned less than $1,240 per month. However, of the Shippers and Receivers mentioned above, 38% made over $2,080 per month.

In spite of the trend toward employment in lower-skilled, service occupations, it should be noted that a significant number of the former learners surveyed were employed at highly-skilled occupations. For example, 28% of employed respondents worked at managerial positions or at jobs with skill levels defined as professional, paraprofessional, or technical, such as food service managers, retail trade managers, computer programmers, and social service workers. Their median salary was $1,810 per month.

What are adult learners' further education outcomes?

At the time of the survey, 44% of former adult learners were attending some form of education or training. Of those whose most important goal when they began their adult education courses was to prepare for further education, 59% have gone on to further studies.

It is interesting to note that more of the surveyed former adult learners are currently employed (56%) than are continuing with their education (44%), although, of those attending further education, 45% have a job as well.

[8] From BC Stats *Labour Force Statistics February 1999.*

Sales and service occupations are overrepresented in the employment of former adult learners. As noted above, 50% of employed respondents are working in this area; however, the percentage of BC employees in sales and services occupations was 27.8 in 1998.[8] For those respondents currently or recently employed, the top six out of eight of the most frequently cited occupations are classed as sales and service:

Occupation	% of Those Employed
Retail Salesperson	*9%*
Food & Beverage Server	*8%*
Cashier	*4%*
Food Service Counter Attendant	*3%*
Cook	*3%*
Grocery Clerk & Shelf Stocker	*3%*
Shipper & Receiver	*2%*
Construction Trades Helper	*2%*

Of the people who worked as Retail Salespersons, 73% made less than $1,475 per month, and 58% of Food and Beverage Servers earned less than $1,240 per month. However, of the Shippers and Receivers mentioned above, 38% made over $2,080 per month.

In spite of the trend toward employment in lower-skilled, service occupations, it should be noted that a significant number of the former learners surveyed were employed at highly-skilled occupations. For example, 28% of employed respondents worked at managerial positions or at jobs with skill levels defined as professional, paraprofessional, or technical, such as food service managers, retail trade managers, computer programmers, and social service workers. Their median salary was $1,810 per month.

What are adult learners' further education outcomes?

At the time of the survey, 44% of former adult learners were attending some form of education or training. Of those whose most important goal when they began their adult education courses was to prepare for further education, 59% have gone on to further studies.

It is interesting to note that more of the surveyed former adult learners are currently employed (56%) than are continuing with their education (44%), although, of those attending further education, 45% have a job as well.

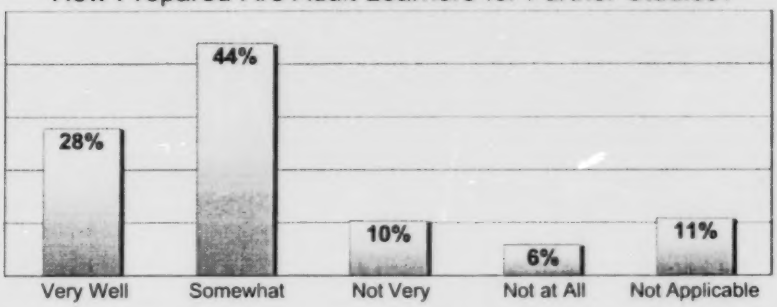
[8] From BC Stats *Labour Force Statistics February 1999*

When asked what programs they were taking, 19% of those studying said a community college or diploma program, 18% said a bachelor's degree, 12% mentioned some kind of trade or vocational certificate or diploma, and 11% said a technical institute diploma or certificate.

Most people who were continuing their education were going to a college or institute—65% of those studying. Another 12% said they were attending university, while 9% were taking some form of private training or going to a private institution.

All of those currently attending education were asked how well their adult education courses prepared them for further studies: 72% said they were somewhat or very well prepared.

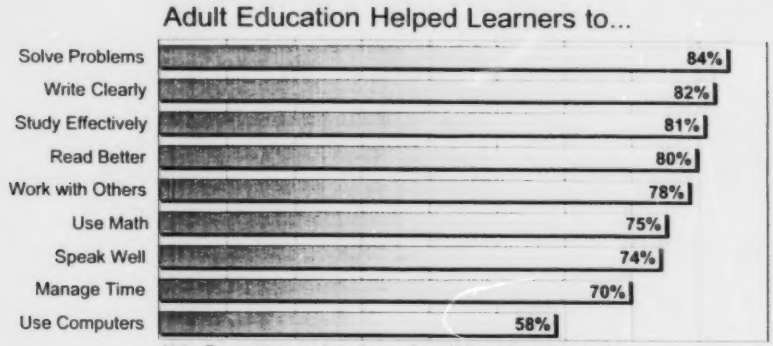
How Prepared Are Adult Learners for Further Studies?



How do adult learners evaluate their skill development?

In general, the former adult learners surveyed were positive about the academic and employment skills they developed in adult education. When asked if their courses had helped them develop or improve certain skills; 68% of respondents said 'yes' or 'somewhat;' however, 22% responded 'no' to the question.

The following figure lists the skills and the percentage of former learners who said adult education helped or somewhat helped them develop those skills. The percentages are based on the number of people who said the item was applicable.

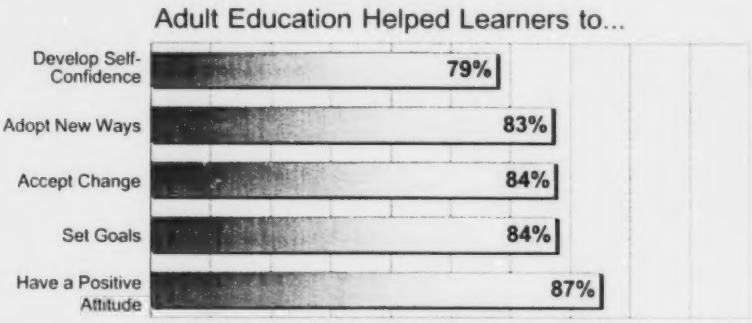


Note: Percentages exclude those who said item was not applicable.

Did adult education help learners achieve personal development?

Personal development is an important component of education. Former adult learners were asked if they felt their experience in adult education helped them develop personal skills, including self-confidence, a positive attitude toward learning, the ability to set goals for the future, acceptance of change, and the ability to adopt new ways of doing things. Overall, 79% responded positively when asked if their school experiences helped them develop those skills.

The following chart shows the percentages of respondents who answered 'yes' or 'somewhat' when asked if adult education helped them develop personal skills. The percentages are based on the number of people who said the item was applicable.



Note: Percentages exclude those who said item was not applicable.

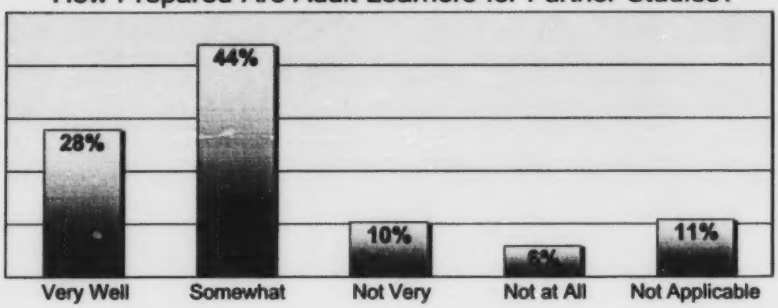
Social interaction is an important part of personal development; however, the impact of adult education on social activity is hard to measure. When former adult learners were asked if they participated in certain social or community activities more or less often since attending adult education,

When asked what programs they were taking, 19% of those studying said a community college or diploma program, 18% said a bachelor's degree, 12% mentioned some kind of trade or vocational certificate or diploma, and 11% said a technical institute diploma or certificate.

Most people who were continuing their education were going to a college or institute—65% of those studying. Another 12% said they were attending university, while 9% were taking some form of private training or going to a private institution.

All of those currently attending education were asked how well their adult education courses prepared them for further studies: 72% said they were somewhat or very well prepared.

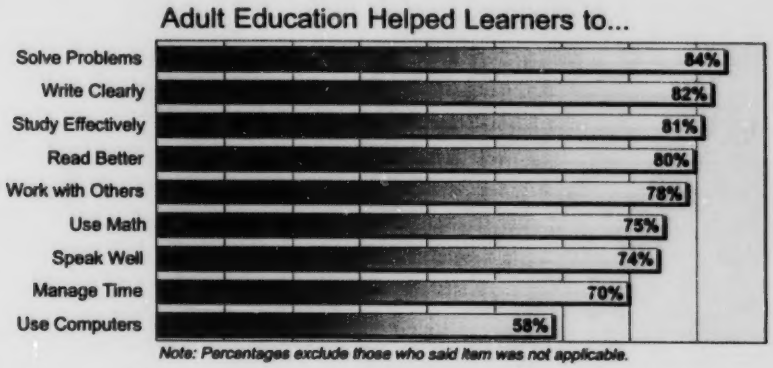
How Prepared Are Adult Learners for Further Studies?



How do adult learners evaluate their skill development?

In general, the former adult learners surveyed were positive about the academic and employment skills they developed in adult education. When asked if their courses had helped them develop or improve certain skills; 68% of respondents said 'yes' or 'somewhat;' however, 22% responded 'no' to the question.

The following figure lists the skills and the percentage of former learners who said adult education helped or somewhat helped them develop those skills. The percentages are based on the number of people who said the item was applicable.

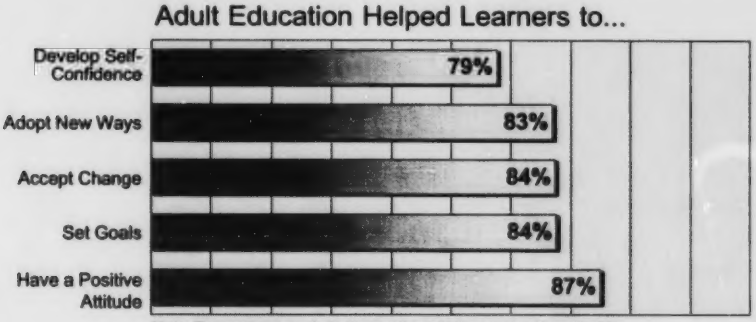


Note: Percentages exclude those who said item was not applicable.

Did adult education help learners achieve personal development?

Personal development is an important component of education. Former adult learners were asked if they felt their experience in adult education helped them develop personal skills, including self-confidence, a positive attitude toward learning, the ability to set goals for the future, acceptance of change, and the ability to adopt new ways of doing things. Overall, 79% responded positively when asked if their school experiences helped them develop those skills.

The following chart shows the percentages of respondents who answered 'yes' or 'somewhat' when asked if adult education helped them develop personal skills. The percentages are based on the number of people who said the item was applicable.

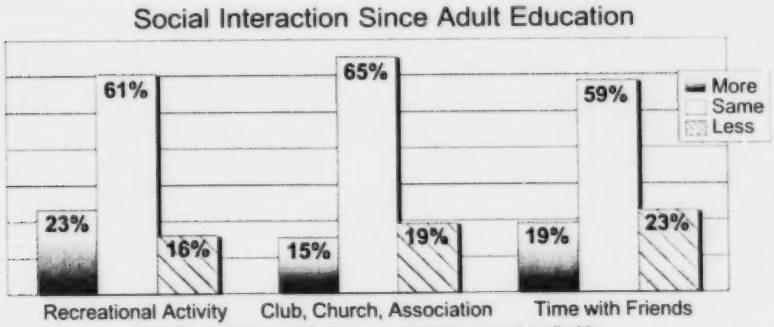


Note: Percentages exclude those who said item was not applicable.

Social interaction is an important part of personal development; however, the impact of adult education on social activity is hard to measure. When former adult learners were asked if they participated in certain social or community activities more or less often since attending adult education,

the results were inconclusive—in each case, the majority of people answered, 'the same amount.'

When asked if they participated in some type of recreational activity outside the home more or less often, 61% of respondents said the 'same amount.' When asked about participation in the activities of a club, place of worship or association in their communities, 65% said the same, and asked if they spent more time with friends, 59% said the same amount. (The preceding and following percentages are based on the number of people who said the item was applicable.)



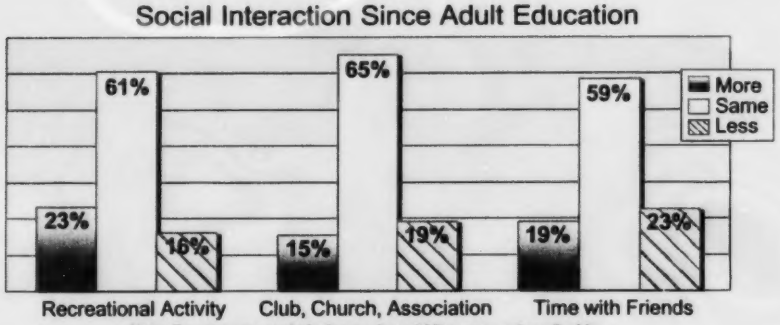
Note: Percentages exclude those who said item was not applicable.

Note on School Types

In response to a Ministry of Education request, respondents were grouped according to the type of school they attended—Alternate School, Continuing Education Centre, or Regular School. A table showing the responses to all the major survey questions or indicators by the three school types was done and has been included as Appendix 7.

the results were inconclusive—in each case, the majority of people answered, 'the same amount.'

When asked if they participated in some type of recreational activity outside the home more or less often, 61% of respondents said the 'same amount.' When asked about participation in the activities of a club, place of worship or association in their communities, 65% said the same, and asked if they spent more time with friends, 59% said the same amount. (The preceding and following percentages are based on the number of people who said the item was applicable.)



Note: Percentages exclude those who said item was not applicable.

Note on School Types

In response to a Ministry of Education request, respondents were grouped according to the type of school they attended—Alternate School, Continuing Education Centre, or Regular School. A table showing the responses to all the major survey questions or indicators by the three school types was done and has been included as Appendix 7.

Conclusion

Survey Objectives

The objectives of the K–12 Adult Learner Outcomes Survey project included improving our knowledge and understanding of school district adult learners. The survey gathered data on their employment and further education outcomes, their reasons for enrolling in adult education, their satisfaction with the program, and their demographic characteristics. Since this survey was the first of its kind with this population, one of the objectives was to find out who school district adult learners are and how to gather information from them. We learned a great deal from this initial effort.

The results from this survey were intended to support decision making, and despite the fact that this survey was preliminary, the collected information can be used to develop strategies to improve the quality of adult education in the K–12 system. This and future surveys could be used to evaluate adult learner programs and provide information for learners as they make education decisions.

As part of the objective to enhance accountability, survey data on student satisfaction and on employment and further education outcomes could eventually be used to facilitate comparisons among school districts or regions or between the K–12 Adult Graduation Program and post-secondary ABE programming.

Summary of Results

The learners who attend adult graduation courses are a heterogeneous group. They come from all ethnic and cultural backgrounds, although persons of Aboriginal descent, visible minorities, and non-English speakers participate at rates that are relatively high. While the majority are young, (74% are age 25 and under), adult learners are all ages, up to and including senior citizens. Only a minority of adult learners have been out of school for a long time and most took some or all of Grade 12. In fact, 20% have already graduated from high school.

Learners take adult education for many different reasons. Even though the Ministry of Education calls this the "Adult Graduation Program," many learners do not think of it as a graduation program and use the courses for their own purposes. While the majority of participants do want to graduate from high school or prepare for post-secondary education, improving job prospects, developing basic skills, and satisfying personal interest are all important reasons.

Overall, former learners are satisfied with the courses they took in adult education. They met their goals, they learned useful skills, and they furthered their personal development. Most achieved high school graduation or got the credits they needed for post-secondary entry or personal satisfaction. Many commented that the experience of adult education was a good opportunity for them and they would recommend it to others.

Former adult learners are employed at about the same rate as the BC population; however, a disproportionate number are in lower-skilled sales and service occupations. Whether or not learners had the same job before attending adult education, most seem happier with their employment now—jobs are better paid and people find them more satisfying.

Many former learners have gone on to study elsewhere, usually at a college or institute. Most thought that adult education had prepared them for further study, although relatively few thought they had been very well prepared.

It is evident that former learners are happy with the adult education program—they rate their experiences, their courses, and their skill development very highly. When looking at learners' outcomes, however, we note that less than half of adult education leavers go on to any type of further education and their employment tends to be in lower-skilled, poorer-paid positions. While the youth of most of the adult learners surveyed is probably a factor in the type of occupation they obtain, it seems clear that adult education can be viewed as no more than a first step for success in life. As a first step, however, the Adult Graduation Program is very successfully meeting the needs of most participants.

Next Steps

The K–12 Adult Learner Outcomes Survey is the first survey to focus on school district former adult learners, and while it has given us valuable insights, its long-term value may be that it has laid the groundwork for additional surveys. The analysis of the survey data was essentially exploratory in nature and the results should be regarded as a basis for future research.

The data from this first school district adult education survey did not lend themselves to many comparisons. In looking for regional differences, the numbers of respondents for many of the regions were too low to compare results in a meaningful way. However, if similar surveys are conducted over time and the volume of data increases, accurate comparisons will be possible.

Because the design of this survey differed from outcomes surveys conducted in the college and institute system, the data could not be used to compare adult education programs across the K–12 and post-secondary ABE systems. However, it is possible to design surveys that would look at the whole adult learner population; that is, any adult learner who attended classes in either the school district Adult Graduation Program or post-secondary Adult Basic Education. It is this kind of articulated research that will begin to provide the information necessary to co-ordinate the planning and delivery of adult education in British Columbia.

The 1999 K–12 Adult Learner Outcomes Survey

Appendices

Appendix 1	*Research Objectives*	*34*
Appendix 2	*Survey Cohort*	*35*
Appendix 3	*Questionnaire*	*37*
Appendix 4	*Net Frame and Response Rates*	*53*
Appendix 5	*Regions*	*57*
Appendix 6	*The National Occupation Classification (NOC)*	*61*
Appendix 7	*Indicators by School Type*	*63*
Appendix 8	*Glossary*	*64*

BRITISH COLUMBIA Ministry of Education
Ministry of Advanced Education, Training and Technology

Centre For Education Information

Appendix 1

Research Objectives

1) Improve understanding of K–12 Adult Learners and their post-graduation outcomes

The survey will gather data on the following topics:

- the post-graduation labour market experiences of former adult learners;
- the experiences of former adult learners who go on to further education;
- the original goals of former adult learners upon enrolling in their school district adult learner program;
- former adult learners' level of satisfaction with various aspects of their educational experience;
- the demographic characteristics of former adult learners and the relationship between these demographic characteristics and labour market and further education outcomes;
- how demographic characteristics and outcomes differ across school districts.

2) Support decision making

The data will be sufficiently rich in detail and quality to support:

- the development of strategies to improve the quality of adult education at a school district and system level;
- the development of new and the evaluation of existing adult learner programs;
- future adult learners as they make education and career decisions.

3) Enhance accountability

- The data will demonstrate the impact of the "K–12" adult learner education system on post-graduation outcomes.
- The results may also allow for the identification of school districts (or regions) which have apparent below average completion rates and related outcomes.
- The data will facilitate comparisons of K–12 Adult Basic Education Programming, at a regional level, to college ABE programming in terms of rates of employment, further education, and student satisfaction.

Appendix 2

Survey Cohort

The survey cohort was drawn from data contained in two Ministry of Education databases: Transcripts and Examinations (TRAX) and Student Level Data (SLD).

1. A census of K–12 adult learners were drawn from TRAX, based on the following parameters: students...
- were adult learners born prior to July 1, 1978;
- whose present grade in the TRAX database was coded as either Grade 12 or adult program (Grade 12 or adult graduate) in September 1997;
- did not returned to write an exam after August 1998 (i.e., not in TRAX);
- had not returned to the system in September 30, 1998 (i.e., not in SLD).

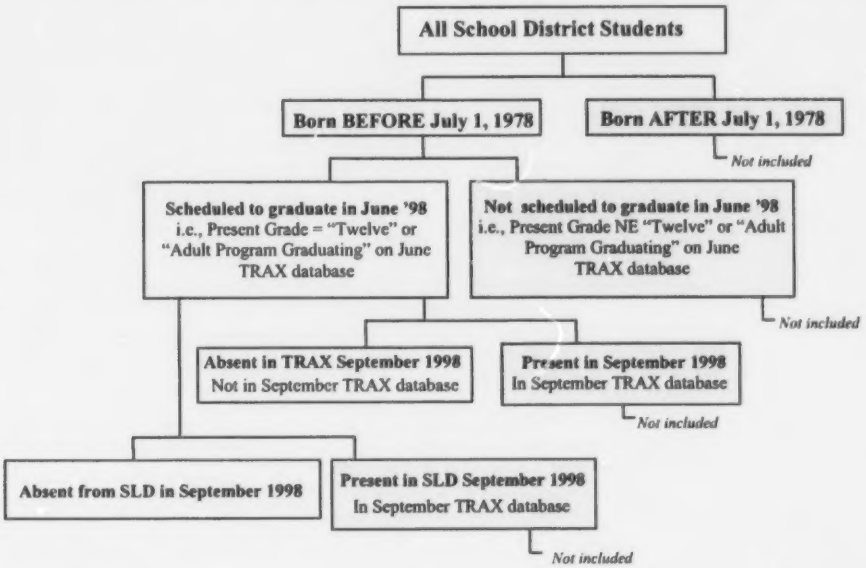
Note: All of the K–12 adult learners meeting the above criteria were drawn.

2. A further sample of K–12 adult learners was drawn from SLD based on the following parameters: students...
- were adult learners born prior to July 1, 1978;
- were registered at the district level in Grade 12 as of September 30, 1997 (SLD);
- were not identified in the TRAX database in 1997 or 1998.
- had not returned to the system for 1998/99, as of August (SLD database).

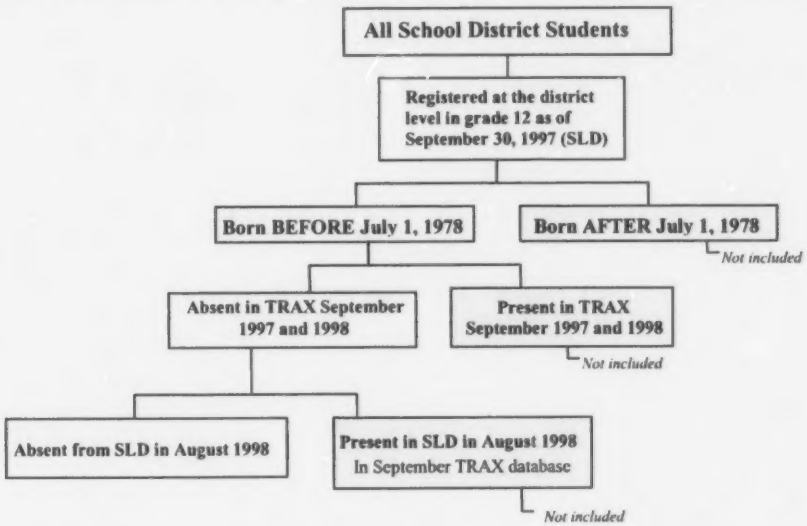
Note: The sample size was n=250 of K–12 adult learners meeting the above definition.

These criteria are illustrated by the graphics on the next page.

Cohort Definition for Census of K-12 Adult Learner Student Outcomes Survey (TRAX)


All School District Students
Born BEFORE July 1, 1978
Born AFTER July 1, 1978
Not included
Scheduled to graduate in June '98
i.e., Present Grade = "Twelve" or "Adult Program Graduating" on June TRAX database
Not scheduled to graduate in June '98
i.e., Present Grade NE "Twelve" or "Adult Program Graduating" on June TRAX database
Not included
Absent in TRAX September 1998
Not in September TRAX database
Present in September 1998
In September TRAX database
Not included
Absent from SLD in September 1998
Present in SLD September 1998
In September TRAX database
Not included

Cohort Definition for Sample of K-12 Adult Learner Student Outcomes Survey (SLD)


All School District Students
Registered at the district level in grade 12 as of September 30, 1997 (SLD)
Born BEFORE July 1, 1978
Born AFTER July 1, 1978
Not included
Absent in TRAX September 1997 and 1998
Present in TRAX September 1997 and 1998
Not included
Absent from SLD in August 1998
Present in SLD in August 1998
In September TRAX database
Not included

Appendix 3

Version 8
K–12 Adult Learner Outcomes Survey
Questionnaire (1999)

Hello, I'm _____ from Points of View, a professional research firm in Vancouver. We are conducting a survey of students who have taken adult education courses on behalf of the BC Ministry of Education. The purpose of the survey is to determine if the courses you took towards graduation or high school completion were useful in acquiring further education or employment.

Your participation in this survey is voluntary; however it is important that we get your opinions if the results of the survey are to be accurate. Your identity will be kept confidential. You can refuse any questions you don't want to answer or end the interview at any time. [INTERVIEWER: IF RESPONDENT IS CONCERNED ABOUT POTENTIAL IMPACT OF PARTICIPATING OR NOT PARTICIPATING, PLEASE ASSURE THEM THAT THEIR DECISION TO PARTICIPATE WILL HAVE NO IMPACT ON ANY APPLICATIONS FOR EDUCATION OR FUNDING THEY MAY REQUEST IN THE FUTURE]

May I continue with this survey?

A. Introductory Questions to Determine SURVEY ELIGIBILITY

The first few questions we ask are intended to help us check our records.

A1 Did you take any of the following between September 1997 and June 1998: adult basic education courses (sometimes called ABE), an adult graduation program, an adult Dogwood, or did you write a provincial or government exam toward your graduation or high school completion?

1. YES — GO TO A2
2. NO — CONFIRM NEGATIVE, THEN THANK AND TERMINATE
3. STILL ATTENDING – ANSWER IN A3
88. DON'T KNOW — ATTEMPT TO PROBE, ELSE THANK AND TERMINATE
99. REFUSED — ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

A2 Where did you take those courses? IF CAN'T CONFIRM WITH RECORD, ASK: Was it NAME OF SCHOOL? IF NO OR DON'T KNOW, What was the name of the school or centre and the community? IF SAME SCHOOL AS ON RECORD, CODE AS 1. IF NEED TO SPECIFY NAME AND COMMUNITY, CODE AS 2 AND CONTINUE.

1. SAME AS ON RECORD
2. NAME OF SCHOOL AND/OR COMMUNITY _____
99. REFUSED — ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

A3 You just said that you took adult basic education courses or courses toward your graduation. Are you <u>still</u> taking these kinds of courses?

1. YES – GO TO A4
2. NO – GO TO A5
88. DON'T KNOW — ATTEMPT TO PROBE, ELSE THANK AND TERMINATE
99. REFUSED – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

41

A4 Are you taking these courses at a college, high school, continuing education centre, or somewhere else?

1. HIGH SCHOOL — THANK AND TERMINATE
2. CONTINUING ED CENTRE — THANK AND TERMINATE
3. COLLEGE _____ CONTINUE
4. SAME SCHOOL AS ABOVE
77. OTHER_____ CONTINUE
88. DON'T KNOW
99. REFUSED

A5 Have you written a provincial exam towards graduation?

1. YES
2. NO
88. DON'T KNOW
99. REFUSED

B. EVALUATION OF ADULT (BASIC EDUCATION) GRADUATE PROGRAM

To answer the next questions, think back to when you were taking courses last year at/in [NAME OF SCHOOL or CONTINUING ED CENTRE or COMMUNITY].

B1 How long were you enrolled in courses at/in [NAME OF SCHOOL/CENTRE OR COMMUNITY]?

1. YEARS_____
2. MONTHS_____
3. WEEKS_____
88. DON'T KNOW
99. REFUSED

B2 Why are you no longer attending courses at/in [NAME OF SCHOOL/CENTRE OR COMMUNITY]? (DO NOT READ, MARK ALL THAT APPLY.)

1. GRADUATED
2. COMPLETED ALL THE CREDITS I NEEDED
3. CHANGED MIND ABOUT PROGRAM
4. JOB GOALS OR PLANS CHANGED
5. TRANSFERRED TO ANOTHER SCHOOL
6. DISAPPOINTED WITH PROGRAM OR SCHOOL
7. DISAPPOINTED WITH OWN PERFORMANCE
8. FAILED
9. GOT A JOB / DECIDED TO WORK /BECAME SELF EMPLOYED
10. JOB SITUATION CHANGED (HAVE A JOB)
11. CONVENIENCE (E.G. TRANSPORTATION, SCHEDULING)
12. PERSONAL CIRCUMSTANCES (E.G. HEALTH, FAMILY)
13. LACK OF DAYCARE
14. FINANCES
77. OTHER (SPECIFY) _____
88. DON'T KNOW
99. REFUSED

B3 I would now like you to think about the time you spent at [NAME OF SCHOOL/CENTRE] [OR taking courses in COMMUNITY]. I am going to read a list of various items related to your school experience. Just tell me whether you would rate them as very good, good, okay, poor, or very poor. If you have no experience with an item, just tell me.

1. VERY GOOD
2. GOOD
3. OKAY
4. POOR
5. VERY POOR
6. NOT APPLICABLE

88. DON'T KNOW
99. REFUSED

How would you rate…

A. Classrooms/study space
B. Registration procedures
C. Availability of childcare
D. Access to site (e.g. Bus routes, parking)
E. Access to buildings
F. Site as a place free from harassment or discrimination
G. The sense of safety and security

B4 In the next questions, I want you to rate your courses at [NAME OF SCHOOL/CENTRE] OR IN [COMMUNITY] using the scale "very good, good, okay, poor or very poor": If any of these don't apply to your situation, just tell me. How would you rate [A – E]

1. VERY GOOD
2. GOOD
3. OKAY
4. POOR
5. VERY POOR
6. NOT APPLICABLE

88. DON'T KNOW
99. REFUSED

A organization of the courses
B textbooks and learning materials
C help on course work outside of class
D availability of courses
E help in selecting courses

B5 Did you prefer self-paced instruction or traditional classroom instruction?

1. SELF-PACED_____
2. TRADITIONAL CLASSROOM_____

88. DON'T KNOW
99. REFUSED

B6 How would you describe the workload for your courses? Would you say...

1. Very heavy
2. Heavy
3. About right
4. Light
5. Very light
88. DON'T KNOW
99. REFUSED

B7 Overall, how satisfied were you with the courses you took at [NAME OF SCHOOL/CENTRE OR IN COMMUNITY]? Would you say you were...

1. Completely satisfied,
2. Somewhat satisfied
3. Neutral
4. Somewhat dissatisfied
5. Completely dissatisfied
88. DON'T KNOW
99. REFUSED

B8 How could the courses you took last year at [NAME OF SCHOOL/CENTRE OR IN COMMUNITY] be improved? (INTERVIEWER: CAPTURE RESPONSE AS PROVIDED; PROBE FOR CLARIFICATION.)

_____
_____
_____

88. DON'T KNOW
99. REFUSED

To answer the next questions, think back to when you first started the courses you took at [NAME OF SCHOOL/CENTRE OR IN COMMUNITY]

B9 What were your educational or career goals at that time? (PROBE: Why did you take these courses?) (DO NOT READ, MARK ALL THAT APPLY) (IF TO "GET A JOB" PROBE FOR 4,5, 6, OR 7)

1. GET HIGH SCHOOL GRADUATION OR DOGWOOD
2. PREPARE TO GO TO ANOTHER SCHOOL OR INSTITUTION – PRIVATE
3. QUALIFY TO ENTER A POST-SECONDARY INSTITUTION
4 UPGRADING FOR MORE TRAINING/EDUCATION
5. IMPROVE EXISTING JOB SKILLS
6. LEARN NEW JOB SKILLS
7. DECIDE ON A CAREER / CHANGE CAREERS
8 FIND A PAID POSITION
9. PERSONAL INTEREST
10. IMPROVE BASIC SKILLS, (READING/WRITING OR MATH SKILLS)
77. OTHER (SPECIFY) _____
88. DON'T KNOW
99. REFUSED

B10 Of the goals that you mentioned, what was the most important for you?

1. _____
88. DON'T KNOW
100. REFUSED

B11 Would you say your most important goal was...

1. Completely met
2. Mostly met
3. Not really met
4. Not met at all
88. DON'T KNOW
99. REFUSED

B12 I'm now going to ask you about some of the skills you may have acquired by taking courses at [NAME OF SCHOOL/CENTRE OR IN COMMUNITY]. Please answer yes, somewhat, or no to each question. If any of these skills don't apply to your situation, just tell me.

Did your courses help you... [A - I]?

1. YES
2. SOMEWHAT
3. NO
4. NOT APPLICABLE
88. DON'T KNOW
99. REFUSED

A. To write clearly
B. To speak well
C. To manage time better
D. To work with others
E. To solve problems
F. To use math
G. To use computers
H. To study effectively
I. To read better

B13 I'm now going to ask you about some of the personal skills you may have acquired by attending courses at [NAME OF SCHOOL/CENTRE]. Please answer yes, somewhat, or no to each question. If any of these skills don't apply to your situation, just tell me.

Did your school experience help you... [A - E]?

1. YES
2. SOMEWHAT
3. NO
4. NOT APPLICABLE
88. DON'T KNOW
99. REFUSED

A. To develop self-confidence
B. To develop a positive attitude toward learning
C. To set goals for the future
D. To accept change
E. To adopt new ways of doing things

B14 Since attending school at [SCHOOL/CENTRE OR COMMUNITY], do you ... [A – C]

1. More often
2. Same amount
3. Less often
4. NOT APPLICABLE
88. DON'T KNOW
99. REFUSED

A. Participate in some type of recreational activity outside the home
B. Participate in the activities of a club, place of worship or association in your community.
C. Spend time with your friends.

B15 Do you have any other comments about your experience at [NAME OF SCHOOL/CENTRE]?

1. YES — GO TO B15a
2. NO — GO TO SECTION C EDUCATION PRE AND POST AGP
88. DON'T KNOW — GO TO SECTION C EDUCATION PRE AND POST AGP
99. REFUSED — GO TO SECTION C EDUCATION PRE AND POST AGP

B15a — SPECIFY:
(INTERVIEWER: CAPTURE RESPONSE AS PROVIDED; PROBE FOR CLARIFICATION.)

_____
_____

C. EDUCATION PRE AND POST AGP

We'd like to know a little more about your BC public school experiences before you took courses at [NAME OF SCHOOL/CENTRE OR IN COMMUNITY]

C1 What grade were you in when you left school or when your schooling was interrupted the first time? (INTERVIEWER: IF SAYS COMPLETED GRADE X, ENTER GRADE AND TICK COMPLETED.)

1 GRADE_____
2. COMPLETED
88. DON'T KNOW
99. REFUSED

C2 Can you recall what year that was?

YEAR _____
89. DON'T KNOW
100. REFUSED

C3 Did you attend school in BC at that time?

1. YES — GO TO C3a
2 NO – GO TO C4
90. DON'T KNOW – GO TO C4
99. REFUSED – GO TO C4

[INTERVIEWER: IF C3 IS IN BRITISH COLUMBIA PLEASE ASK FOR NAME OF SCHOOL]

C3a What was the name of the school?

1. _____
91. DON'T KNOW
99. REFUSED

C4 Can you tell me why your schooling was interrupted? (DO NOT READ; MARK ALL THAT APPLY.)

1. HATED SCHOOL
2. DISAPPOINTED WITH OWN PERFORMANCE
3. FAILED
4. COULDN'T GET DESIRED COURSES
5. EXPELLED FROM SCHOOL
6. NOT SUPPORTED BY TEACHERS
7. DIFFICULTY WITH ENGLISH (OR LANGUAGE OF INSTRUCTION)
8. OFFERED A JOB
9. TO LOOK FOR WORK
10. NEEDED WORK
11. HEALTH REASONS
12. PREGNANCY
13. PERSONAL/FAMILY REASONS
14. GRADUATED - INTERVIEWER PROBE FOR WHAT GRADUATE CREDENTIAL WAS OBTAINED (DOGWOOD, GED, OTHER COUNTRY) _____
    77. OTHER (SPECIFY) _____
    88. DON'T KNOW
    99. REFUSED

C5 What did you do between the time your schooling was interrupted the first time and the time you returned to take adult basic education courses or get your graduation at [NAME OF SCHOOL/CENTRE OR IN COMMUNITY]? (DO NOT READ; MARK ALL THAT APPLY.)

1. WORKED AT A JOB OR SELF-EMPLOYMENT
2. ON INCOME ASSISTANCE
3. STAYED HOME WITH CHILD
4. TOOK TIME OFF
5. TRAVELED
6. HAD HEALTH PROBLEMS
7. WAS IN PRISON
8. STUDIED ELSEWHERE (PROBE FOR SCHOOL AND PROGRAM) _____
    77. OTHER (SPECIFY) _____
    88. DON'T KNOW
    99. REFUSED

C6 I would now like to ask you about your current situation. Are you presently taking any other education or training (that is, training not toward graduation)?

1. YES	GO TO C7
2. NO	GO TO D1
99. REFUSED	GO TO D1

C7 What is the course or program you are taking? (DO NOT READ, MARK ALL THAT APPLY)

1. JOB PLACEMENT COURSE
2. LIFE-SKILLS TRAINING COURSE
3. ACADEMIC UPGRADING (PROBE FOR WHAT KIND)
4. ENGLISH AS A SECOND LANGUAGE
5. REGISTERED APPRENTICESHIP
6. TRADE/VOCATIONAL CERTIFICATE OR DIPLOMA
7. COMMUNITY COLLEGE OR DIPLOMA
8. TECHNICAL INSTITUTE DIPLOMA/CERTIFICATE
9. HOSPITAL SCHOOL OF NURSING OR SCHOOL OF RADIOLOGY CERTIFICATE OR DIPLOMA
10. PROFESSIONAL ASSOCIATION DIPLOMA, CERTIFICATE OR LICENSE (E.G. CGA, REAL ESTATE LICENSE)
11. MANAGERIAL TRAINING CERTIFICATE PROGRAM
12. ASSOCIATE DEGREE, ASSOCIATE DIPLOMA, UNIVERSITY TRANSFER (FROM COLLEGE, INSTITUTE, OR UNIVERSITY COLLEGE)
13. UNIVERSITY DIPLOMA/CERTIFICATE BELOW BACHELOR'S DEGREE
14. BACHELOR'S DEGREE (E.G. B.A., B.SC., B.ED., BASC., B.ENG.)
15. PROFESSIONAL DEGREE (E.G. DEGREE IN LAW, MEDICINE, DENTISTRY, ETC.)
16. UNIVERSITY DIPLOMA/CERTIFICATE ABOVE BACHELOR'S DEGREE (E.G., POST BACCALAUREATE DIPLOMA)
17. MASTER'S DEGREE (E.G. MA, MSC, MED, MBA, ETC.)
18. PH.D. (E.G. DOCTORATE, D.SC., DED)
19. OTHER _____

C8 Where are you currently enrolled? [MAX 3 RESPONSES] [DO NOT READ, MARK ALL THAT APPLY]

NOTE: IF OLA PROBE FOR OPEN UNIV OR OPEN COLLEGE

1. BCIT
2. CALGARY (U OF C)
3. CAMOSUN COLLEGE
4. CAPILANO COLLEGE
5. CARIBOO (U.C. OF THE)
6. DOUGLAS COLLEGE
7. COLLEGE OF THE ROCKIES
8. EMILY CARR (ART & DESIGN)
9. FRASER VALLEY UNIV. COLL.
10. JUSTICE INSTITUTE
11. KWANTLEN UNIV. COLL.
12. LAKEHEAD UNIV.
13. LANGARA COLLEGE
14. LETHBRIDGE (U OF L)
15. MALASPINA UNIV. COLL.
16. NORTH ISLAND COLLEGE
17. NORTHERN LIGHTS
18. NORTHWEST COMMUNITY COLLEGE
19. OKANAGAN UNIV. COLL.
20. OPEN UNIVERSITY
21. PACIFIC MARINE TRAINING CENTRE
30. OPEN COLLEGE
22. SELKIRK COLLEGE
23. SFU
24. U OF A (EDMONTON)
25. UBC
26. UVIC
27. UNBC
28. VANCOUVER COMM. COLLEGE
29.COLLEGE NEW CALEDONIA

31. OTHER PUBLIC SCHOOL (SPECIFY) _____
32. CORRESPONDENCE (DISTANCE ED) SCHOOL (SPECIFY) _____
33. CONTINUING EDUCATION CENTRE
34. PRIVATE TRAINING INSTITUTION
35. OTHER GOVERNMENT SERVICE AGENCY
36. EMPLOYABILITY TRAINING CENTRE
37. INSTITUTION IN ANOTHER PROVINCE
77. OTHER (SPECIFY)_____
88. DON'T KNOW
99. REFUSED

C9 How well did your courses at [SCHOOL/ CONTINUING ED CENTRE OR IN COMMUNITY] prepare you for your further studies [at ADD NAME OF INSTITUION IF SUPPLIED]? Would you say you were...

1. Very well prepared
2. Somewhat prepared
3. Not very prepared
4. Not at all prepared
5. Question is not applicable
88. DON'T KNOW
99. REFUSED

D. EMPLOYMENT

For a moment, I would like you to think back before you took courses toward graduation...

D1 Were you working before you attended [NAME OF SCHOOL/CENTRE]?

1. YES – DO TO D2
2. NO – GO TO D7
99. REFUSED – GO TO D7

D2 How many jobs did you have? [AT ONE TIME]

1. ONE
2. TWO
3. THREE OR MORE
99. REFUSED

D3 How many hours did you work, on average, each week? [AT ALL JOBS COMBINED]

RANGE - MINIMUM: 0.00 MAXIMUM: 99.90 _ _ HOURS
99. REFUSED

[IF D5 = TWO OR THREE OR MORE JOBS, REWORD SUBSEQUENT QUESTIONS FROM "YOUR JOB" TO "YOUR MAIN JOB" AND ADD:]

The next questions are about your main job—the job at which you worked the most hours.

D4 Were you a paid worker employed by someone else or were you self-employed?

1. PAID WORKER - GO TO D5
2. SELF-EMPLOYED - GO TO D6
99. REFUSED – GO TO D5

D5 Was your [main] job a temporary or a permanent position?

1 TEMPORARY (E.G. SHORT-TERM CONTRACT < 6 MONTHS)
2 PERMANENT (ONGOING POSITION)
88. DON'T KNOW
99. REFUSED

D6 What kind of business, industry, or service did you work in?

(GIVE FULL DESCRIPTION: E.G. ELEMENTARY SCHOOL, MUNICIPAL GOVERNMENT, RETAIL SHOE STORE, HAIRDRESSING SALON, SECRETARIAL SERVICES, ETC.)

_____

99. REFUSED

Now, I would like to ask you about your current situation…

D7 Are you currently working? [PROMPT: AT A JOB OR BUSINESS]

1. YES – GO TO D11
2. NO — GO TO D8
99. REFUSED — GO TO D8

D8 Are you looking for work?

1. YES
2. NO
99. REFUSED

D9 What is the **main** reason you are not currently working? [ONE RESPONSE ONLY]

1. STUDYING
2. POOR PROSPECT OF SUITABLE EMPLOYMENT EG. LOW SALARIES, LOCATION, ETC.
3. PERSONAL CIRCUMSTANCES, (EG. HEALTH, FAMILY RESPONSIBILITIES)
4. DOING OTHER THINGS, (EG. TRAVELLING, SPORTS, VOLUNTEERING TO GAIN EXPERIENCE

5. CAN'T FIND A JOB/NO JOBS AVAILABLE
6. SALARY TOO LOW IN JOBS AVAILABLE
7. TEMPORARILY LAID OFF/ SEASONAL WORK
8. TEMPORARILY BETWEEN JOBS/EXPECTING JOB SOON
9. NEED MORE EDUCATION/TRAINING
10. UNABLE TO OBTAIN REQUIRED LICENCE, TRADE CERTIFICATE OR UNION MEMBERSHIP
77. OTHER (SPECIFY): _____
88. DON'T KNOW
99. REFUSED

D10 Did you work at a job or business at any time since leaving [NAME of SCHOOL/CENTRE] /since leaving your studies in (NAME OF COMMUNITY)?

1. YES — GO TO D11
2. NO — GO TO SECTION E
99. REFUSED — GO TO SECTION E

[FROM THIS POINT THERE ARE TWO PATHS: THOSE WHO ARE NOT CURRENTLY WORKING, BUT DID WORK—USE PAST TENSE—AND THOSE WHO ARE CURRENTLY WORKING (D7=YES)—USE PRESENT TENSE]

D11 How many jobs do [did] you have? [AT ONE TIME]

1. ONE
2. TWO
3. THREE OR MORE
99. REFUSED

D12 How many hours do [did] you work, on average, each week? [PROMPT: AT ALL JOBS COMBINED]

RANGE - MINIMUM: 0.00 MAXIMUM: 99.90 _ _ HOURS
99. REFUSED

[IF D11 = TWO OR THREE OR MORE JOBS, REWORD SUBSEQUENT QUESTIONS FROM "YOUR JOB" TO "YOUR MAIN JOB"]

The next questions are about your main job—the job at which you work [worked] the most hours.

D13 Are [were] you a paid worker employed by someone else or are [were] you self-employed?

1. PAID WORKER - GO TO D14
2. SELF-EMPLOYED - GO TO D15
99. REFUSED – GO TO D14

D14 Is [was] your [main] job a temporary or a permanent position?

1 TEMPORARY (E.G. SHORT-TERM CONTRACT < 6 MONTHS)
2 PERMANENT (ONGOING POSITION)
88. DON'T KNOW
99. REFUSED

D15 What is [was] your job title or position?

(INTERVIEWER: REFERS TO MAIN JOB IF RESPONDENT HAS MORE THAN ONE JOB. GIVE FULL DESCRIPTION: E.G. ELEMENTARY SCHOOL TEACHER, RECREATION DEPARTMENT SUPERVISOR, SHOE SALESPERSON...)

(NOTE: IF TRADESPERSON CLARIFY IF THEY ARE A JOURNEYMAN OR NOT EG. PLUMBER NOT JOURNEYMAN - PLUMBER JOURNEYMAN)

_____

88. DON'T KNOW
99. REFUSED

D16 What are [were] your main duties (MAXIMUM 3)?

_____

99. REFUSED

D17 What kind of business, industry, or service do [did] you work in?

(GIVE FULL DESCRIPTION: E.G. ELEMENTARY SCHOOL, MUNICIPAL GOVERNMENT, RETAIL SHOE STORE, HAIRDRESSING SALON, SECRETARIAL SERVICES, ETC.)

_____

99. REFUSED

D18 What is [was] your gross salary or wage from your [main] job (before deductions)?

(INTERVIEWER: GROSS SALARY OR WAGE = TOTAL SALARY OR WAGES BEFORE DEDUCTIONS)

RANGE - MINIMUM: $0.00 MAXIMUM: $999999.99

$_____

99. REFUSED

(INTERVIEWER: SELECT THE APPROPRIATE CATEGORY FOR REPORTED WAGE OR SALARY)

1. HOURLY
2. DAILY
3. WEEKLY
4. EVERY 2 WEEKS
5. TWICE A MONTH
6. MONTHLY
7 YEARLY
77. OTHER (SPECIFY) _____
99. REFUSED

(INTERVIEWER: IF D1=YES, GO TO D19, IF D1=NO, DON'T KNOW OR REFUSED, GO TO E1)

D19 Is (Was) your current (recent) job the same job or position you had before your adult basic education courses at [NAME OF SCHOOL/CENTRE]/ in [COMMUNITY]?

1. YES
2. NO
88. DON'T KNOW
99. REFUSED

The following questions compare your current (recent) job with the job you held before your adult basic education courses at [NAME OF SCHOOL/CENTRE]/ in [COMMUNITY].

D20 Is (Was) your current (recent) job ...

1 better paid
2 worse paid
3 about the same pay
8 DON'T KNOW
9 REFUSED

D21 In terms of job satisfaction in your current (recent) job are (were) you...

1 MORE SATISFIED
2 LESS SATISFIED
3 ABOUT THE SAME
8 DON'T KNOW
9 REFUSED

Section E. FUNDING

E1 What were your top three sources of income to live on when you were taking courses at (NAME OF SCHOOL/ CENTRE)/ in (COMMUNITY) [PROBE FOR TOP THREE SOURCES OF INCOME]

1. PERSONAL SAVINGS
2. EMPLOYMENT
3. INCOME ASSISTANCE/BC BENEFITS
4. EMPLOYMENT INSURANCE
5. STUDENT LOAN
6. OTHER GOVERNMENT ASSISTANCE
7. FUNDING FROM PARENTS
8. INCOME OR SUPPORT FROM SPOUSE OR OTHER RELATIVES (NOT PARENTS)

77. OTHER (SPECIFY): _____
88. DON'T KNOW
99. REFUSED

E2 What are your top three sources of income to live on right now [PROBE FOR TOP THREE SOURCES OF INCOME]

1. PERSONAL SAVINGS
2. EMPLOYMENT
3. INCOME ASSISTANCE/BC BENEFITS
4. EMPLOYMENT INSURANCE
5. STUDENT LOAN
6. OTHER GOVERNMENT ASSISTANCE
7. FUNDING FROM PARENTS
8. INCOME OR SUPPORT FROM SPOUSE OR OTHER RELATIVES (NOT PARENTS)

77. OTHER (SPECIFY): _____
88. DON'T KNOW
99. REFUSED

Section F. DEMOGRAPHICS

F1 What is gender of respondent ? ***[DO NOT READ—INTERVIEWER TO FILL IN]***

1. MALE
2. FEMALE
99. REFUSED

F2 What is your date of birth?

MM/DD/YY_____
88. DON'T KNOW
99. REFUSED

F3 What were your living arrangements when you started your courses at [NAME OF SCHOOL/CENTRE]/ in (COMMUNITY)? [DO NOT READ. PROMPT: LIVING ALONE, , LIVING WITH CHILDREN, LIVING WITH PARENTS?]

1. LIVING ALONE
2. ONE ADULT, WITH CHILDREN
3. LIVING WITH SPOUSE/COMMON LAW, NO CHILDREN
4. LIVING WITH SPOUSE/COMMON LAW, WITH CHILDREN
5. LIVING WITH PARENTS
6. LIVING WITH UNRELATED PERSONS/FRIENDS
7. LIVING IN A GROUP HOME

95 OTHER (SPECIFY): _____
98. REFUSED

Section G. EQUITY QUESTIONS

The next questions collect information which is needed to support programs that promote equal opportunity for everyone.

G1 Do you have a long-term physical or mental condition, or health problem that limits the kind of activity you can do at home or at work?

1 YES — GO TO G1a
2 NO — GO TO G2
88. DON'T KNOW – GO TO G2
99. REFUSED – GO TO G2

G1a Could you describe your disability? (MARK ALL THAT APPLY) INTERVIEWER: IF REQUIRED: *WITH WHAT TYPES OF ACTIVITIES DO YOU HAVE DIFFICULTY?*)

1. MOBILITY (DIFFICULTY MOVING AROUND)
2. COORDINATION OR DEXTERITY (DIFFICULTY USING HAND, ARM)
3. SEEING (BLIND OR VISUALLY IMPAIRED)
4. HEARING (DEAF OR HARD OF HEARING)
5. SPEECH (UNABLE TO SPEAK OR DIFFICULTY SPEAKING)
6. OTHER DISABILITY SPECIFY_____
99. REFUSED

G2 Is English the language you use or use most often to [A – K]?

A speak
B read
C write

1. YES GO TO G3
2. NO [TO A OR B OR C] GO TO G2a
88. DON'T KNOWGO TO G3
99. REFUSEDGO TO G3

G2a Did using English for your courses cause you to have a problem completing the program?

1. YES
2. NO
88. DON'T KNOW
99. REFUSED

G3 Are you an Aboriginal person? (PROMPT ONLY: a North American Indian or a member of a First Nation; or Metis; or Inuit)

(INTERVIEWER: NORTH AMERICAN INDIANS OR MEMBERS OF A FIRST NATION INCLUDE STATUS, TREATY OR REGISTERED INDIANS, AS WELL AS NON-STATUS OR NON-REGISTERED INDIANS.)

1 YES — GO TO G3a
2 NO — GO TO G4
88. DON'T KNOW — GO TO G4
99. REFUSED — GO TO G5

G3a Are you status or non-status?

1 STATUS
2 NON-STATUS
88. DON'T KNOW
99. REFUSED

G3b Are you ... [ONE ANSWER ONLY]

1 MEMBER OF A FIRST NATION
2 METIS
3 INUIT
88. DON'T KNOW
99. REFUSED

GO TO G5

G4 Everyone has a different way of identifying themselves. Do you consider yourself part of any ethnic, cultural, or racial group? If so, which one? [DO NOT READ. PROMPT IF NECESSARY MARK ALL THAT APPLY]

1. Chinese (Mainland, Hong Kong, Taiwan, etc.)
2. South Asian (E.G., East Indian, Pakistani, Punjabi, Sri Lankan)
3. Black (E.G., African, Haitian, Jamaican, Somali)
4. Arab/West Asian (E.G., Armenian, Egyptian, Iranian, Lebanese, Moroccan)
5. Filipino
6. South East Asian (E.G., Cambodian, Indonesian, Laotian, Vietnamese, Malay)
7. Latin American
8. Japanese
9. Korean
10. Caucasian (white)
11. Other specify___ _____
12. NO

88. DON'T KNOW
99. REFUSED

G5 The Ministry of Education would like to use the information from this survey with other educational research. Your confidentiality is protected by law, and your identity will not be disclosed. The results will be used for research purposes only. Do you give permission to the Ministry to combine your survey information with other research results?

1. YES
2. NO

99. REFUSED

G6 The Ministry of Education may want to match your survey responses with your individual administrative records, which are kept at the Ministry. This information would only be used for research or statistical purposes, and at any time that this research is conducted or reported, your confidentiality will be ensured Do you give permission to the Ministry to link your survey information with your administrative records?

1. YES
2. NO

99. REFUSED

THANK RESPONDENT

Appendix 4

Net Frame and Response Rates

The response rate was calculated as the number of completed questionnaires divided by the net frame. Completed questionnaires are defined to include all interviews where a respondent has answered all of the applicable questions.

Criteria for Inclusion in the Net Frame

Included in Net Frame
- Partial complete
- Scheduled call back
- Refused
- Work Number
- Answering machine
- No answer
- Busy signal
- Fax/modem
- Not in service
- Wrong number / never heard of former student
- Travelling within North America

Excluded from Net Frame
- Travelling / living outside of North America
- Serious illness or hearing difficulty
- Deceased
- Not in original frame
- Language termination
- Duplicate
- No phone number

Final Record Dispositions and Completion Rates*

	TOTAL		SLD		TRAX Total		TRAX1		TRAX2		TRAX3	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Included in Net Frame												
Complete	*1504*	49%	*38*	54%	*1466*	49%	*20*	47%	*30*	65%	*59*	61%
Partial complete	*7*	0%	*0*	0%	*7*	0%	*0*	0%	*1*	2%	*0*	0%
Scheduled callback	*106*	3%	*1*	1%	*105*	4%	*1*	2%	*1*	2%	*0*	0%
Refused	*295*	10%	*15*	21%	*280*	9%	*4*	9%	*2*	4%	*11*	11%
Work number	*9*	0%	*0*	0%	*9*	0%	*0*	0%	*0*	0%	*0*	0%
Answering machine	*43*	1%	*2*	3%	*41*	1%	*0*	0%	*0*	0%	*0*	0%
No answer	*155*	5%	*0*	0%	*155*	5%	*0*	0%	*0*	0%	*4*	4%
Busy signal	*14*	0%	*0*	0%	*14*	0%	*0*	0%	*0*	0%	*0*	0%
Fax/modem	*26*	1%	*0*	0%	*26*	1%	*0*	0%	*1*	2%	*1*	1%
Not in service	*101*	3%	*0*	0%	*101*	3%	*2*	5%	*1*	2%	*1*	1%
Wrong #/never heard of student	*789*	26%	*15*	21%	*774*	26%	*16*	37%	*10*	22%	*20*	21%
Travelling within NA	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
Yet to be called	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
TOTAL NET FRAME	*3049*	100%	*71*	100%	*2978*	100%	*43*	100%	*46*	100%	*96*	100%
Excluded from Net Frame												
Travelling/living out of NA	*100*		*1*		*99*		*0*		*1*		*0*	
Illness/hearing difficulty	*7*		*0*		*7*		*0*		*0*		*0*	
Deceased	*4*		*1*		*3*		*0*		*0*		*1*	
Not in original frame	*319*		*28*		*291*		*6*		*2*		*12*	
Language termination	*14*		*0*		*14*		*0*		*0*		*0*	
Duplicate	*0*		*0*		*0*		*0*		*0*		*0*	
No phone number	*1850*		*149*		*1701*		*33*		*62*		*98*	
TOTAL EXCLUDED FROM NET FRAME	*2294*		*179*		*2115*		*39*		*65*		*111*	
GROSS FRAME	*5343*		*250*		*5093*		*82*		*111*		*207*	
COMPLETION RATES	1503	49%	38	54%	1465	49%	20	47%	30	65%	59	61%

* The TRAX cohort was divided into regions (1–15) as outlined in Appendix 5.

Final Record Dispositions and Completion Rates
(cont'd)

	TRAX4		TRAX5		TRAX6		TRAX7		TRAX8		TRAX9	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Included in Net Frame												
Complete	*62*	57%	*46*	56%	*35*	71%	*15*	58%	*131*	52	*62*	56%
Partial complete	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
Scheduled callback	*2*	2%	*3*	4%	*0*	0%	*0*	0%	*7*	3%	*2*	2%
Refused	*14*	13%	*6*	7%	*3*	6%	*3*	12%	*26*	10	*16*	15%
Work number	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
Answering machine	*1*	1%	*0*	0%	*0*	0%	*1*	4%	*1*	0%	*1*	1%
No answer	*3*	3%	*1*	1%	*1*	2%	*0*	0%	*2*	1%	*1*	1%
Busy signal	*0*	0%	*1*	1%	*0*	0%	*0*	0%	*2*	1%	*1*	1%
Fax/modem	*1*	1%	*0*	0%	*1*	2%	*0*	0%	*3*	1%	*0*	0%
Not in service	*1*	1%	*6*	7%	*0*	0%	*1*	4%	*3*	1%	*3*	3%
Wrong #/never heard of student	*24*	22%	*19*	23%	*9*	18%	*6*	23%	*77*	31	*24*	22%
Travelling within NA	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
Yet to be called	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
TOTAL NET FRAME	*10*	100	*82*	100	*49*	100	*26*	100	*252*	100	*11*	100
Excluded from Net Frame												
Travelling/living out of NA	*0*		*3*		*0*		*0*		*3*		*2*	
Illness/hearing difficulty	*0*		*0*		*0*		*0*		*1*		*1*	
Deceased	*0*		*0*		*0*		*0*		*1*		*0*	
Not in original frame	*12*		*9*		*7*		*2*		*20*		*12*	
Language termination	*0*		*0*		*0*		*0*		*0*		*0*	
Duplicate	*0*		*0*		*0*		*0*		*0*		*0*	
No phone number	*71*		*78*		*44*		*35*		*155*		*66*	
TOTAL EXCLUDED FROM NET FRAME	*83*		*90*		*51*		*37*		*180*		*81*	
GROSS FRAME	*19*		*17*		*100*		*63*		*432*		*19*	
COMPLETION RATES	62	57%	46	56%	35	71%	15	58%	131	52	62	56%

Final Record Dispositions and Completion Rates (cont'd)

	TRAX10		TRAX11		TRAX12		TRAX13		TRAX14		TRAX15	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Included in Net Frame												
Complete	*50*	44%	*479*	47%	*236*	47%	*38*	43%	*103*	40%	*100*	55%
Partial complete	*0*	0%	*2*	0%	*2*	0%	*0*	0%	*1*	0%	*1*	1%
Scheduled callback	*1*	1%	*57*	6%	*21*	4%	*1*	1%	*4*	2%	*5*	3%
Refused	*12*	11%	*72*	7%	*58*	12%	*11*	12%	*23*	9%	*19*	10%
Work number	*2*	2%	*4*	0%	*1*	0%	*0*	0%	*1*	0%	*1*	1%
Answering machine	*4*	4%	*20*	2%	*11*	2%	*0*	0%	*0*	0%	*2*	1%
No answer	*1*	1%	*80*	8%	*34*	7%	*5*	6%	*15*	6%	*8*	4%
Busy signal	*2*	2%	*3*	0%	*3*	1%	*0*	0%	*0*	0%	*2*	1%
Fax/modem	*1*	1%	*13*	1%	*1*	0%	*0*	0%	*2*	1%	*2*	1%
Not in service	*6*	5%	*40*	4%	*12*	2%	*3*	3%	*10*	4%	*12*	7%
Wrong #/never heard of student	*34*	30%	*250*	25%	*124*	25%	*31*	35%	*101*	39%	*29*	16%
Travelling within NA	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
Yet to be called	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
TOTAL NET FRAME	*113*	100%	*1020*	100%	*503*	100%	*89*	100%	*260*	100%	*181*	100%
Excluded from Net Frame												
Travelling/living out of NA	*3*		*53*		*15*		*3*		*7*		*9*	
Illness/hearing difficulty	*0*		*3*		*0*		*0*		*2*		*0*	
Deceased	*0*		*0*		*0*		*0*		*1*		*0*	
Not in original frame	*10*		*98*		*55*		*10*		*20*		*16*	
Language termination	*0*		*13*		*1*		*0*		*0*		*0*	
Duplicate	*0*		*0*		*0*		*0*		*0*		*0*	
No phone number	*50*		*408*		*261*		*89*		*136*		*115*	
TOTAL EXCLUDED FROM NET FRAME	*63*		*575*		*332*		*102*		*166*		*140*	
GROSS FRAME	*176*		*1595*		*835*		*191*		*426*		*321*	
COMPLETION RATES	50	44%	479	47%	236	47%	38	43%	103	40%	99	55%

Appendix 5

Regions

For the purposes of this study, the cohort was divided among fourteen regions, each containing two to seven school districts. There is also an "other" category for distance education, French, and Yukon Territories. The approximate number of former students per region is as follows: Region 1 = 85, Region 2 = 115, Region 3 = 217, Region 4 = 199, Region 5 = 192, Region 6 = 124, Region 7 = 65, Region 8 = 466, Region 9 = 210, Region 10 = 192, Region 11 = 1664, Region 12 = 870, Region 13 = 198, Region 14 = 433, Region 15 (other) = 343.

Region	School District # and Name		# of Students	
1	59	Peace River South	52	
	60	Peace River North	24	
	81	Fort Nelson	7	
	87	Stikine	2	85
2	50	Haida Gwaii/Queen Charlotte	8	
	52	Prince Rupert	41	
	54	Bulkley Valley	18	
	82	Coast Mountains	34	
	92	Nisga'a	14	115
3	28	Quesnel	49	
	57	Prince George	111	
	91		57	217
4	47	Powell River	24	
	49	Central Coast	2	
	70	Alberni	45	
	71	Comox Valley	25	
	72	Campbell River	67	
	84	Vancouver Island West	9	
	85	Vancouver Island North	27	199
5	27	Cariboo-Chilcotin	70	
	73	Kamloops/Thompson	76	
	74	Gold Trail	46	192
6	5	Southeast Kootenay	84	
	6	Rocky Mountain	40	124
7	8	Kootenay Lake	28	
	10	Arrow Lakes	6	
	20	Kootenay-Columbia	21	
	51	Boundary	10	65
8	19	Revelstoke	7	
	22	Vernon	81	
	23	Central Okanagan	159	
	53	Okanagan Similkameen	39	
	58	Nicola-Similkameen	25	
	67	Okanagan Skaha	76	
	83	North Okanagan-Shuswap	79	466

9	33	Chilliwack	50	
	34	Abbotsford	101	
	75	Mission	50	
	78	Fraser-Cascade	9	210
10	44	North Vancouver	143	
	45	West Vancouver	12	
	46	Sunshine Coast	37	192
11	39	Vancouver	985	
	40	New Westminster	161	
	41	Burnaby	223	
	42	Maple Ridge	77	
	43	Coquitlam	218	1664
12	35	Langley	162	
	36	Surrey	401	
	37	Delta	107	
	38	Richmond	200	870
13	48	Howe Sound	33	
	68	Nanaimo-Ladysmith	77	
	69	Qualicum	53	
	79	Cowichan Valley	35	198
14	61	Greater Victoria	269	
	62	Sooke	96	
	63	Saanich	30	
	64	Gulf Islands	38	433
15	93	Francophone Education Authority	3	
	98	Distance Education & Connect Programs	9	
	101	Distance Education	310	
	102		21	343

The school districts are matched with post-secondary institutions in geographic areas as shown on the following map.

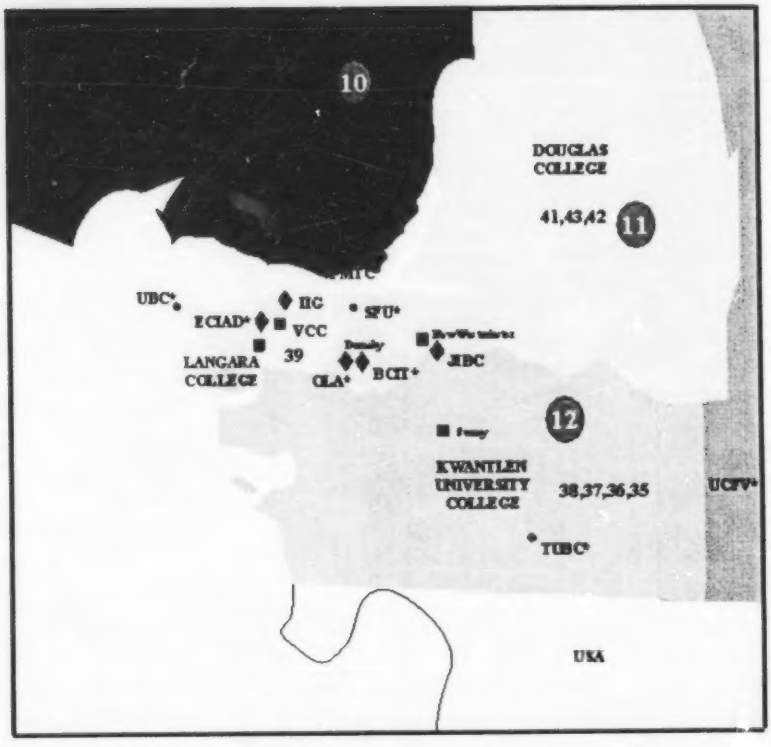
Respondents per Region

Region		
	1	20
	2	31
	3	60
	4	62
	5	49
	6	43
	7	16
	8	137
	9	62
	10	51
	11	480
	12	239
	13	39
	14	102
	15	102

College & School District Regions

Regions 1–14

MAL*	Malaspina University College
NVIT	Nicola Valley Institute of Technology
RRU*	Royal Roads University
UCFV*	University College of the Fraser Valley
UNBC*	University of Northern British Columbia
UVIC*	University of Victoria



BCIT*	B.C. Institute of Technology
ECIAD*	Emily Carr Institute of Art & Design
IIG	Institute of Indigenous Government
JIBC	Justice Institute of B.C.
OLA*	Open Learning Agency
PMTC	Pacific Marine Training Campus of BCIT
SFU*	Simon Fraser University
TUBC*	Technical University of B.C.
UCFV*	University College of the Fraser Valley
UBC*	University of British Columbia
VCC	Vancouver Community College

Legend

- ■ Main College Campus
- ♦ Provincial Institutes
- ● University
- ★ Degree Granting Institution

Appendix 6

The National Occupation Classification (NOC)

From the document, *National Occupation Classification Occupational Descriptions*, published by Human Resources Development Canada.

The National Occupation Classification (NOC) is a systematic taxonomy of occupations in the Canadian labour market. It is based on extensive occupational research, analysis, and consultation conducted across the country. The NOC is intended for use in compiling, analyzing, and communicating information about occupations. There are approximately 25,000 occupational titles included in the NOC.

The two major attributes of jobs which were used as classification criteria in developing the NOC were *skill level* and *skill type*.

1. **Skill Level** is defined generally as the amount and type of education and training required to enter and perform the duties of an occupation. Four skill level categories are identified in the NOC; the criteria for each level are as follows:

Skill Level A — Professional Occupations
- University degree (bachelor's, master's or post-graduate)

Skill Level B — Technical, Paraprofessional, and Skilled Occupations
- Two to three years of post-secondary education at a community college, institute of technology, or CEGEP *or*
- Two to four years of apprenticeship training *or*
- Three to four years of secondary school and more than two years of on-the-job training, training courses, or specific work experience
- Occupations with supervisory responsibilities are assigned to skill level B
- Occupations with significant health and safety responsibilities (e.g., fire fighters, police officers, and registered nursing assistants) are assigned to skill level B

Skill Level C — Intermediate Occupations
- One to four years of secondary school education
- Up to two years of on-the-job training, training courses, or specific work experience

Skill Level D — Labouring and Elemental Occupations
- Up to two years of secondary school and short work demonstration or on-the-job training

Management occupations are not assigned to a skill level category because factors other than education and training (e.g., previous experience, capital) are often more significant determinants for employment.

2. **Skill Type** is defined generally as the type of work performed. Ten broad occupational categories, based on skill type, are identified in the NOC:

0. Management Occupations
   - legislators, senior management, and middle and other management occupations
1. Business, Finance, and Administration
   - supervising and providing financial and business services, administrative and regulatory services, and clerical support services
2. Natural and Applied Sciences and Related Occupations
   - professional and technical occupations in the sciences, including physical and life sciences, engineering, and architecture
3. Health Occupations
   - occupations providing health care support to patients and occupations providing support to professional and technical staff
4. Occupations in Social Science, Education, Government Service, and Religion
   - occupations concerned with law, teaching, counselling, conducting social science research, developing government policy and administering government and other programs
5. Occupations in Art, Culture, Recreation, and Sport
   - professional and technical occupations related to art and culture (performing arts, broadcasting, writing, museums, etc.) and occupations in recreation and sport
6. Sales and Service Occupations
   - sales occupations, personal and protective services, and occupations related to hospitality and tourism
7. Trades, Transport, and Equipment Operators and Related Occupations
   - includes construction and mechanical trades, trades supervisors and contractors, and operators of transportation and heavy equipment
8. Occupations Unique to Primary Industry
   - non-technical occupations in mining, oil and gas production, forestry and logging, agriculture, horticulture, and fishing
9. Occupations Unique to Processing, Manufacturing, and Utilities
   - supervisory and production occupations in manufacturing, processing, and utilities

Examples

- A Cashier is Skill Type 6 (Sales and Service) and Skill Level D (Labouring and Elemental)
- A Motor Vehicle Mechanic is Skill Type 7 (Trades, Transport, and Equipment Operators) and Skill Level B (Technical, Paraprofessional, and Skilled)
- A Social Survey Researcher is Skill Type 4 (Social Science, Education, Government Service, and Religion) and Skill Level A (Professional)

Appendix 7 *Indicators by School Type*

Alternate Schools, Continuing Education Centres, and Regular Schools

				All Types	Alternate	Continuing Ed	Regular
Respondents	Charac-teristics	Female	%	50%	57%	48%	51%
		Age at Time of Survey	median	22	23	23	22
		Aboriginal	%	7%	*8%	3%	12%
		Condition that Limits Activity	%	7%	11%	5%	9%
		English Not Used Most	%	18%	*2%	23%	15%
	Pre-AE	Was in Grade 12	%	58%	56%	65%	48%
		Employed Before Adult Ed	%	61%	76%	67%	52%
	Experiences in AE	Years Attended	median	1.0	1.0	0.9	1.0
		Wrote Exam(s)	%	70%	61%	72%	69%
		Graduated or Completed Credits	%	74%	72%	78%	70%
		Received Income from Employment	%	47%	56%	54%	38%
		Lived with Parents	%	58%	53%	58%	59%
Satisfaction	Rate Experiences If Applicable	Classrooms/Study Space	% good	78%	81%	76%	78%
		Registration Procedures	% good	78%	91%	77%	78%
		Availability of Childcare	% good	59%	*56%	55%	61%
		Access to Site	% good	73%	77%	72%	73%
		Access to Buildings	% good	84%	92%	82%	86%
		Harassment Free	% good	80%	85%	85%	73%
		Safety/Security	% good	80%	86%	79%	81%
	Rate Courses If Applicable	Organization of Courses	% good	77%	75%	79%	75%
		Textbooks/Learning Materials	% good	72%	77%	74%	69%
		Help Outside Class	% good	64%	76%	61%	64%
		Availability of Courses	% good	68%	81%	70%	63%
		Help Selecting Courses	% good	74%	81%	71%	75%
	Overall Satisfaction	Prefer Traditional Classroom	%	57%	40%	60%	56%
		Workload About Right	%	61%	64%	64%	57%
		Satisfied with Courses	%	90%	95%	91%	88%
		Most Important Goal Was Met	%	78%	84%	81%	73%
Development	Rate Skills If Applicable	Write Clearly	% helped	82%	79%	82%	83%
		Speak Well	% helped	74%	72%	72%	77%
		Manage Time Better	% helped	70%	70%	68%	71%
		Work with Others	% helped	78%	68%	76%	82%
		Solve Problems	% helped	84%	85%	83%	85%
		Use Math	% helped	75%	73%	73%	78%
		Use Computers	% helped	58%	71%	49%	67%
		Study Effectively	% helped	81%	78%	82%	80%
		Read Better	% helped	80%	69%	80%	81%
	Personal If Applicable	Develop Self-Confidence	% helped	79%	80%	81%	76%
		Develop a Positive Attitude	% helped	87%	89%	89%	85%
		Set Goals	% helped	84%	85%	82%	85%
		Accept Change	% helped	84%	85%	82%	85%
		Adopt New Ways	% helped	83%	78%	82%	86%
Education	Outcomes If Studying	Curently Studying	%	44%	41%	48%	38%
		Enrolled in BC College/Institute	%	65%	56%	65%	66%
		Enrolled in BC University	%	12%	*5%	16%	8%
		Enrolled in Private Training	%	9%	*5%	9%	10%
		Prepared for Further Study by AE	%	72%	71%	73%	71%
Employment	Outcomes	Receiving Income from Employment	%	56%	68%	56%	54%
		Employed Since Leaving Adult Ed	%	70%	80%	70%	68%
		Currently in Labour Force	%	79%	78%	79%	80%
		Currently Employed	%	56%	67%	57%	53%
	Of Those Employed	Employed Full-Time (30 Hrs +)	%	69%	78%	68%	69%
		Self-Employed	%	6%	*6%	6%	7%
		Gross Full-Time Monthly Salary	median	$1,667	$1,785	$1,733	$1,500
		Gross Part-Time Monthly Salary	median	$1,300	$1,270	$1,300	$1,300
	Pre-AE	Post-AE Job is the Same	%	45%	41%	51%	36%
		Post-AE Job is Better Paid	%	42%	49%	40%	45%
		Post-AE Job more Satisfying	%	41%	44%	39%	42%
		Number of Respondents	n	1493	100	761	632
		Percentage of Respondents	%	100%	7%	51%	42%

*n < 20, interpret results with caution

Appendix 8

Glossary

Adult Basic Education (ABE) Programs that provide adult learners with basic life skills, literacy, numeracy, language skills, high school equivalency and/or prerequisites for entry into post-secondary education or the job market. These programs are offered by colleges, institutes, and university colleges.

Adult Dogwood Officially known as the *BC Adult Graduation Diploma*, formerly the *Adult Graduation Program Certificate*. An alternative high school completion certificate, issued through the K–12 system.

Adult Graduation Program Courses offered by school districts and made available to adult students to allow them to meet the requirements for a regular Dogwood or for the Adult Dogwood.

Alternative High School Completion Certificate Certificates of high school level attainment that are alternatives to obtaining a Dogwood Diploma. These include: Adult Dogwood *(BC Adult Graduation Diploma)*, *General Educational Development Certificate* (GED), *Adult Basic Education (ABE) Provincial Diploma*, and Letters of Assessment. These certificates may be recognized in place of a Dogwood Diploma at the option of post-secondary institutions and employers.

Continuing Education An education program offered by school districts, primarily for adults, leading to either high school completion or the upgrading of a current graduation certificate.

Cohort A designated group of persons who are subjects of a study or series of studies over time. For this project, the cohort consists of former adult learners (see below) who are 21 or older and who were registered in September 1997 to complete a graduation program.

Distance Education Course work which takes place without a requirement for the learner to be physically present in a traditional classroom setting. Instruction occurs through correspondence, telecommunications, or other electronic media and is provided throughout the year, permitting schedule flexibility. Distance education courses are available to public and to all K–12 students.

Dogwood Diploma A certificate granted to a student who meets high school graduation requirements. Also officially known as the *British Columbia Certificate of Graduation*.

Former Adult Learner Students in the K–12 system who were coded as either Grade 12 or adult program (Grade 12 or adult graduate) in September 1997 or registered at the district level in Grade 12 as of September 30, 1997, and who have not returned to the system as of September 1998.

National Occupation Classification (NOC) The National Occupation Classification is a systematic taxonomy of occupations in the Canadian labour market. The NOC code (4 digits) has a structure at three levels: 26 Major Groups (first 2 digits), 139 Minor Groups (first 3 digits) and 522 Unit Groups (all 4 digits).

Out-of-Scope A member of the cohort that doesn't fit within the net frame.

Respondents The former adult learners who completed the survey.